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DESCRIPTORS- *TEACHING GUIDES, *READING INSTRUCTION, *TEACHING METHODS, *BEGINNING READING, PROGRAMED INSTRUCTION, *READING PROGRAMS,

FOUR DIFFERENT APPROACHES TO BEGINNING READING--THE BASIC READING PROGRAM, SELF-SELECTION IN READING, LANGUAGE EXPERIENCE APPROACH, AND PROGRAMED INSTRUCTION ARE EXPLAINED. THE FOLLOWING QUESTIONS ABOUT EACH METHOD ARE ANSWERED--WHAT IS MEANT BY THIS METHOD. WHY IS THIS METHOD CONSIDERED A SOUND APPROACH. HOW DOES THE TEACHER BEGIN. HOW DOES THE TEACHER ORGANIZE HER CLASSROOM. WHAT ARE THE VALUES IN THIS METHOD. BASIC PRINCIPLES OF ANALYSIS AND DIAGNOSIS ARE DISCUSSED. A READING SKILLS CHART, A CHART SHOWING SOURCES OF PRESSURE ON CHILDREN EXPERIENCING READING DIFFICULTY, THE INFORMAL READING INVENTORY USED AT THE UNIVERSITY OF MIAMI READING CLINIC, A READING PROGRESS PROFILE, A CHART SHOWING SOME FACTORS INFLUENCING THE ACQUISITION OF READING ABILITY, AN ANALYSIS CHECK SHEET FOR RECORDING PUPIL ERRORS, INFORMATION ABOUT KIT MATERIALS, AND A BIBLIOGRAPHY ARE INCLUDED. (RH)

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FOUR PATHS TO READING

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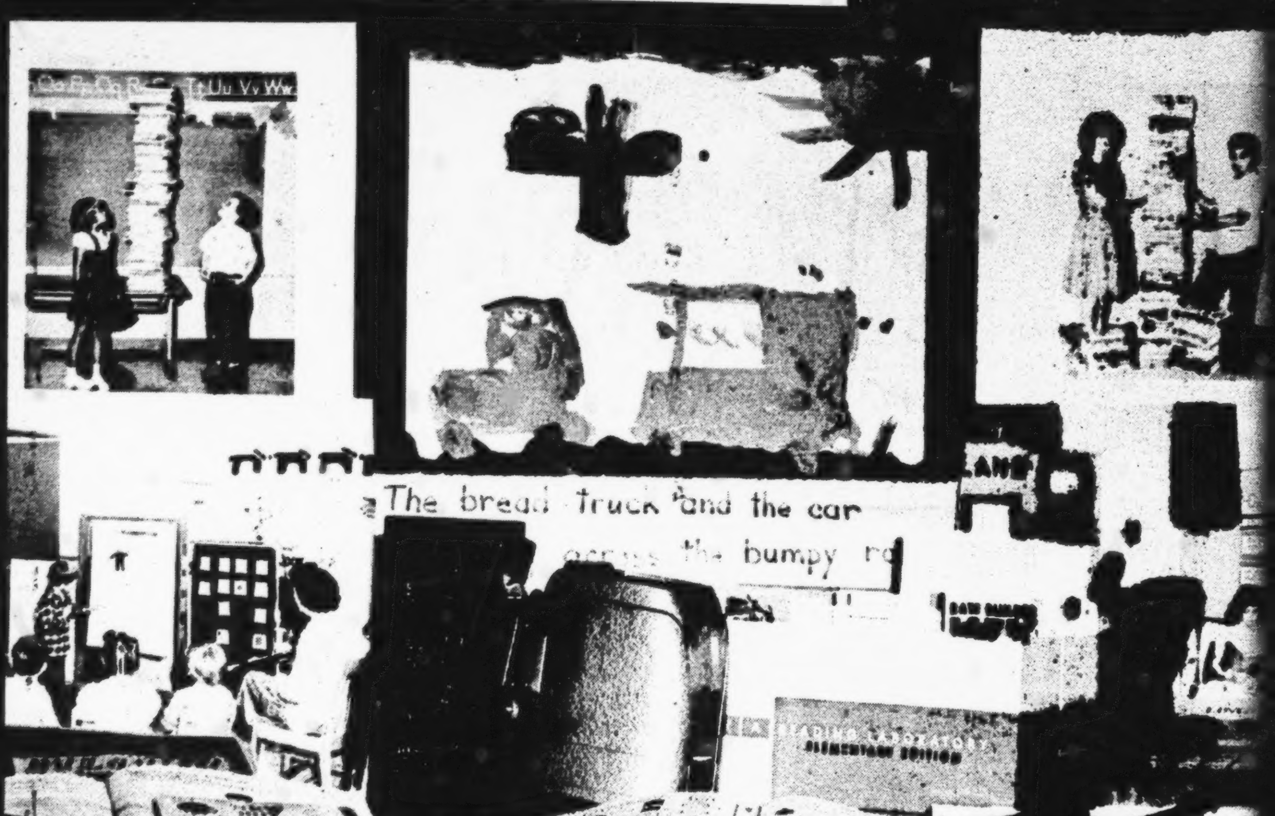
The bread truck and the car
across the bumpy ro
READING LABORATORY
ELEMENTARY EDITION

RE 000 356

FOUR PATHS TO READING

WILLIAM J. WATSON
SUPERINTENDENT

SUPERINTENDENT OF SCHOOLS
2156 SIERRA WAY
SAN LUIS OBISPO, CALIFORNIA 93401
1966

Foreword

There are many paths leading to the successful teaching of reading. Some paths have been proven through long use. Others are so new that they have been followed only in pilot studies. Some paths are yet to be blazed in our vital search for better ways to teach reading.

In this teaching guide, Four Paths To Reading, we have presented four methods, all highly acceptable to educators. No brief is made for any one method. There is no "Royal Road" to the teaching of reading. No one approach is a panacea that can be used to teach all children equally well. Every method has its strong points and its limitations. The important question is: how can I as a teacher best teach certain children under certain conditions?

It is hoped that real help in answering this question has been provided by the diligent efforts of the San Luis Obispo County Language Arts Committee in their presentation of materials in this teaching guide. Every attempt has been made to give teachers assistance in SPECIFICS, including:

- What is meant by this method?
- Why is this method considered a sound approach?
- How does the teacher begin?
- How does the teacher organize her classroom?
- What are the values in this method?

Because the teaching of reading is vital--both in the sense of being important, and of being a growing body of knowledge--an effort has been made to provide room for growth in the four Kit Materials envelope files which are boxed with the spiral-bound guide. Teachers are urged to add useful information to these files whenever possible.

Thanks are expressed to the Language Arts Committee members: Hal Carter, Virginia Peterson, Patricia Smith, Joyce Wadsworth, Arilita Wandling, and Grace Martin, Chairman. Also, to Homer Hoyt, County Schools Office Assistant Superintendent and Director of Educational Services, for general coordination and writing; Jane Wiley, Research Specialist, for editing and compilation of materials; and J. T. Cook, Editorial Consultant, for photography.

We are appreciative of those publishers who have permitted us to reproduce material from various sources.

Wm. J. "Billy" Watson
COUNTY SUPERINTENDENT OF SCHOOLS

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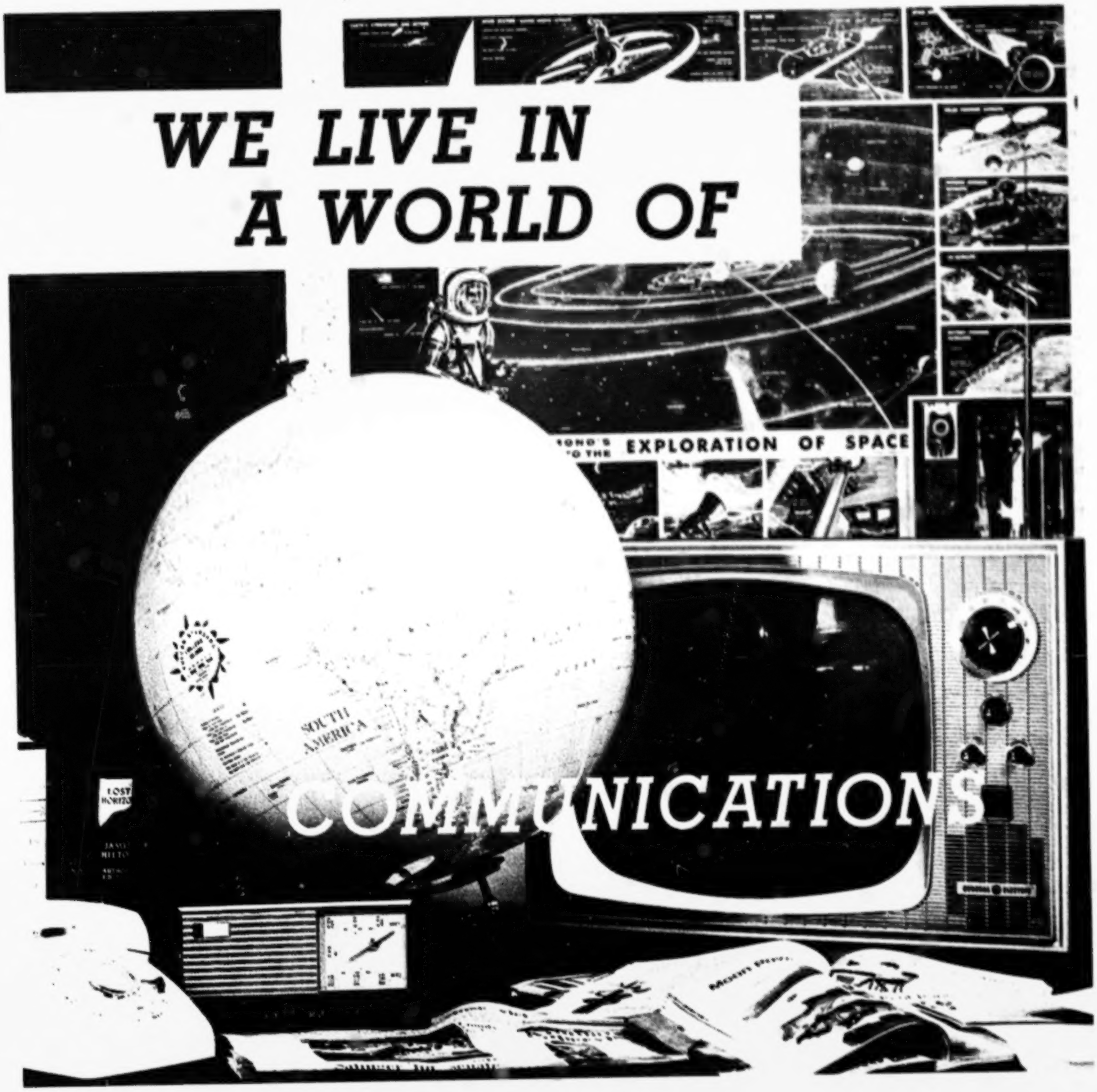
WE LIVE IN A WORLD OF COMMUNICATIONS


EXPLORATION OF SPACE
SOUTH AMERICA
LOST HORIZON

COMMUNICATION
— Sending
— Receiving
— Interpreting
IDEAS

Reading is the interpretation of symbols

Reading involves thinking, understanding, imagining, separating fact from opinion, recognizing propaganda, enjoying

Reading is essential in a democratic society

Politcally   Economically
Socially   Culturally

The School

RESPONSIBILITY

It is the responsibility of the school to provide a program which will develop persons who:

Read widely and enjoy reading

Evaluate and seek the truth

Extend their knowledge

Develop social and political responsibility

Through reading

TO ACHIEVE THESE GOALS THE SCHOOL

- Recognizes that children are different
- That they respond to a variety of methods of teaching
- That they need many materials
- That there must be a carefully planned program

The Teacher

THE TEACHER

- Recognizes the varying needs of children
- Is familiar with a wide range of materials
- Recognizes and uses methods necessary to meet the needs of the child
- Recognizes and provides experiences necessary to learn the many skills involved in reading

✓ ✓ ✓ ✓

BASIC

READING

PROGRAM

WHAT IS MEANT BY A BASIC READING PROGRAM ?

A basic reading program uses, as a central core, a series of readers extending from beginning reading readiness through the elementary grades.

This is a carefully coordinated program that provides a planned developmental approach related to the difficulty of the material and to the sequence of reading skills taught, from simple readiness activities to higher levels of reading achievement.

WHY IS THE BASIC READING PROGRAM CONSIDERED A SOUND APPROACH TO TEACHING READING ?

Most basic reading series are developed around the following educational principles:

Basic readers use a vocabulary which research has shown to be acceptable and understandable to most children and based on the theory of grade development of each child

The content of the readers is composed of materials which experience has shown to be *of interest to children of various ages*

Through studies of children's interests, the choice of illustrations, size of print and format of the basic readers are continually being improved

There is an orderly sequence in the presentation, instruction and maintenance of reading skills

The basic reading program gives the child an opportunity to develop many skills and abilities needed in reading today.

Defining specific purposes for reading

Locating materials

Adjusting the method of one's reading to the purpose for which it is done and the nature of the material

Selecting and evaluating ideas

Organizing ideas

Using the ideas derived from reading[1]

---

[1] David H. Russell, "The Basic Reading Program in the Modern School," Ginn and Company Contributions in Reading, No. 1 (Boston: November, 1957), page 3.

The basic reading program provides a content of important ideas for those teachers who do not have the time, training or experience either to prepare or search out and select materials for each child's gradual growth in reading ability.

The basic reading program provides for a careful organization of reading experiences to include all related reading activities, and the books are carefully planned to avoid sudden advances in difficulty.

Children differ widely in capacity and rate of development. The basic readers supply the teacher with abundant material for the fast, the average and the slow learner. The sentences at first are short and the print large in order to avoid undue eye strain at this age. The transition to smaller print, longer and more involved sentence structure and content of mature interest is gradual and is based on what is known about the growth and development of children.

HOW DOES THE TEACHER BEGIN ?

This method of teaching reading is developmental, and each new learning is built on past learnings. From the very beginning of a child's life, the art of communication grows; sometimes so quietly as to be almost unnoticed, other times like the blare of trumpets. Keen observation and perceptive judgment needs to be exercised by teachers, especially those teaching in the primary grades. As the child progresses, records become more and more complete, and provide the teacher with a means for studying the child's development and accomplishment. Wise teachers will carefully study these records before planning a reading program.

In kindergarten children look at pictures and picture books, listen to stories, match pictures and objects, make up stories from pictures. They learn how to handle and care for books, play word games, do finger plays, say nursery rhymes, sing songs, and speak clearly using complete sentences.

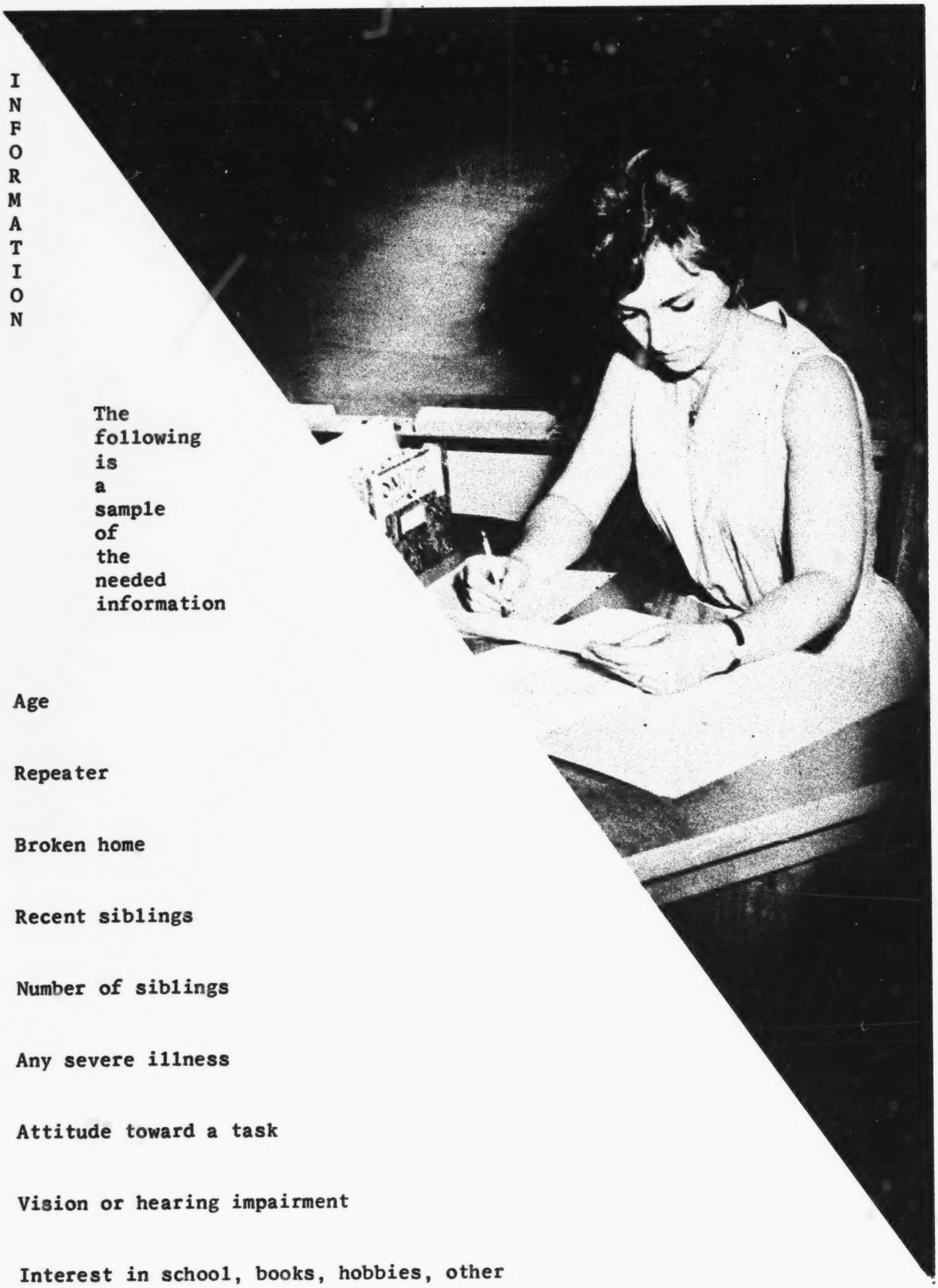
The kindergarten does much to help children develop visual perception, memory, reasoning and language ability for all these skills are necessary prerequisites to learning to read. Since a child can say only what he hears, the ability to listen with discrimination and purpose becomes essential. Also, the child cannot read what he cannot say. Therefore, he must be able to speak in complete sentences before he is able to read sentences and thought units.

The kindergarten provides children with an opportunity to increase their power in language. They learn to reason, to think, to follow directions, to stay with a job and to achieve stated goals. The kindergarten develops readiness for reading in a way natural to five year olds.

Before school opens, the teacher will check all available records and attempt to get information from them and from the parents to help her understand the child.

SAFETY FIRST
line up
n't run
on't push
SEPTEMBER

INFORMATION



The following is a sample of the needed information

Age

Repeater

Broken home

Recent siblings

Number of siblings

Any severe illness

Attitude toward a task

Vision or hearing impairment

Interest in school, books, hobbies, other

HOW DOES THE TEACHER ORGANIZE HER CLASSES ?

GROUPING / RE-GROUPING

In order to make the original grouping for reading instruction, the teacher will observe the children as they work and play together during the beginning days of school. He will note the following reactions:

OBSERVATION

Need be told only once; often see what to do without being told	Usually follow directions	Need directions repeated many times
Can sit for long periods of time	Sit for short periods of time	Find it difficult to sit still
Maintain interest for long periods of time	Can listen for a reasonable period of time	Have very short attention spans
Recall accurately	Recall with some degree of accuracy	Seldom recall what was told or read to them
Excellent coordination	Are fairly well coordinated	Are poorly coordinated
Express themselves fluently and are often creative	Express themselves adequately, using sentences	Find it difficult to express themselves and rarely speak in sentences
Eager to try new activities	Willing to try new things	Are fearful of trying new things
Match objects and symbols with great accuracy	Match objects	Are unable to match like objects
Enjoy books; choose to look at them in their spare time; can read the pictures and illustrations	Are interested in listening to stories and looking at books	Show little interest in looking at books
Usually write part or all of their first names correctly	Want to write their first names and may get part of the letters correct	Show no interest in writing their names
Use reasoning in trying new things		

EVALUATION

The groups will change from time to time throughout the year. Through continuous study and observation, the teacher will note growing abilities and changing attitudes. Some children will not progress as rapidly as expected, while others will make unexpected spurts of growth.

Several of the following ways will help a teacher evaluate the child's aptitude and readiness for formal reading. Of course, there are exceptions, and the teacher is constantly alert to discover the child who may not do well in any of these evaluation techniques, but still does well in reading.

Have the children draw a picture of a man. These will range from scribbles, or this   to a detailed picture

Take a large, simple picture. Ask each child (alone where he does not hear the others) what he sees. "Tell me about the picture!"

There are materials which fairly accurately point out your advanced group; mimeograph this page and check it individually with each child

Is able to communicate in sentences

Can follow simple directions

In his free period, he chooses to look at a book; asks, "What does this say?"

Can remember several ideas in sequence

Listens attentively

READING READINESS

Most first grade children need to use the reading readiness books. Through the use of these books, the teacher gauges the children's strengths and weaknesses and is able to arrange them in groups for instruction. The teacher and children thus establish a teaching and learning pattern prior to the introduction of more formal reading.

PRE-PRIMERS / PRIMERS

The readiness books are followed by the pre-primers and primers. In the pre-primers, the sentences are no longer than one line, and only one or two new words are introduced on a page, each of these being from the vocabulary familiar to the children, and repeated many times.

CHILD DEVELOPMENT

As the child grows in ability to recognize symbols and ideas expressed in symbols, new words are introduced more rapidly and new activities and materials are utilized. He begins to read independently and the amount of oral reading decreases. More emphasis is placed on the understanding and interpretation of the reading matter.

Before school opens, teachers of children in the middle and upper grades will study the cumulative records, being careful to note the health, emotional stability, the school attendance, mental capacity and all reading records. He will, also, familiarize himself with the materials each child has read, and choose books he feels will be suitable for the class.

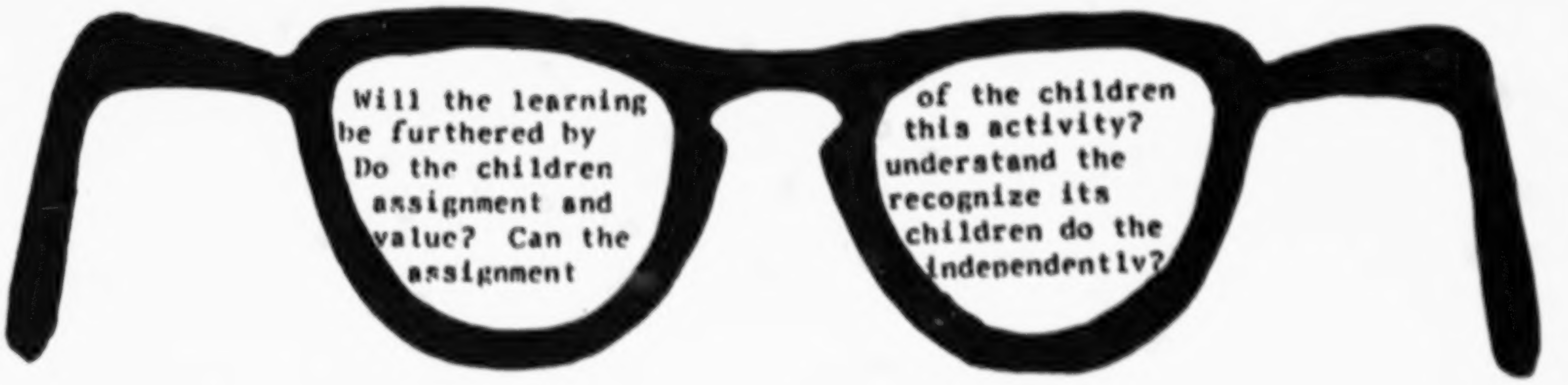
GROUPING

The first weeks in the fall, children who have read the previous year, read a few books at or below the level on which they were reading in the spring to insure a successful initial reading experience each year. During this review period, the teacher becomes acquainted with each child, notes his weaknesses and strengths, his attitude toward reading and his reading habits. Some children may have had no contact with books during the summer and will have lost some ground, while others may have read a great deal during the vacation and will be advanced beyond their achievement of the previous spring. From the knowledge gained during the review period, the teacher forms tentative groups and moves ahead with the children working at their respective reading levels. The child who has lost some ground should be given an opportunity to read at the level at which he can be successful, but from books he has not read before. In order that each child may work at his own instructional level, the teacher should be sensitive to the needs of the children and regroup them when necessary. The teacher will refer to the manual for both group and individual reading activities which aid in the development of skills and extension of reading experiences. The manuals, also, provide suggestions for evaluating the development of reading skills. Reading records are available from which the teacher checks the books the children have completed and notes the skills requiring further development.

As the children progress from grade to grade, the individual differences become more apparent and grouping for reading instruction is much more necessary. The grouping should be flexible enough to enable every child to develop his own potential, and children may move from group to group depending upon the need of the child or the children within the group.

INDEPENDENT READING

All independent classroom activities should have a sound educational purpose. The teachers' manuals at all grade levels and the County Course of Study both have suggestions for activities which will further develop the reader's skills. In planning for independent activities the teacher should take into consideration:


Will the learning of the children
be furthered by this activity?
Do the children understand the
assignment and recognize its
value? Can the children do the
assignment independently?

TIME

In elementary school programs, an hour a day should be devoted to improving reading. In the basic reading program this time will be divided so that every child will receive instruction and have opportunity to work either idependently or in a small group. The teacher will help children develop skills in word recognition, comprehension and critical thinking with time provided for all children to develop an appreciation for literature and beautiful language. A weekly reading schedule will help maintain a balanced program.

IT'S TIME
12
11
10
9
8
7
6
5
4

WHAT ARE THE VALUES IN THE BASIC READING PROGRAM ?

Most modern series of readers are developed around four main principles which are related to child growth and development.[2]

CONTINUITY

1. A basic series provides continuity of growth in reading habits, and attitudes through a carefully graded series of reading materials. These never make exorbitant demands on the child's ability through sharp increases in vocabulary load, sentence length, style of writing, concepts, or objectives. Instead, they facilitate an easy, gradual growth in reading.

VARIETY

2. A basic series provides a wide variety of reading activities which are fundamental bases for the many reading situations in the modern school program. For example, in the primary grades it introduces basic abilities such as sentence reading and a variety of word recognition techniques. In the intermediate and upper grades it gives practice in work-type procedures which are needed for reading in such areas as the social studies or science.

ORGANIZATION

3. A basic series provides a complete organization of reading experiences. If it is truly basic, the series leaves no gaps in presenting and relating the different types of reading a child may do. For example, it includes stories which children read in order to share in the thrill of adventure, to secure a general impression, or to find the answer to a specific question. The wide variety of activities mentioned above are interrelated and organized in a developmental program stretching over eight or more years. Thus, the child has some practice in all the different ways he needs to read. He, also, learns how different ways of reading are related and how they can be combined to expedite the task at hand. The basic series is planned on the assumption that in most reading activities, whether working out a new word or listing reasons, an organized attack is essential to successful achievement.

CONTENT

4. A basic series provides a content of important ideas essential to school and other activities. For example, in the primary grades it deals with concepts of family life and community living. In the intermediate and upper grades it extends the child's horizon and broadens his view. From a wide selection of materials, the very best in terms of story value, literary quality, and valuable information is presented.

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[2] Ibid, p. 2.

Kit Materials

1. "A Primary-Grade Weekly Reading Program" by Constance McCullough
2. "Suggested Week's Schedule for Basic Textbooks" by Dr. William Sheldon
3. Suggestions on How to Find a Child's Reading Level
4. Individual Reading Record
5. _____
6. _____
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25. _____

SELF-SELECTION IN READING

WHAT IS MEANT BY SELF-SELECTION ?

Self-selection in reading is just what the words imply. It is an individualized program of reading in which each child selects from a collection of well-chosen books, one that appeals to him. He reads at his own pace without outside pressure, reporting in his own way, with teacher help and guidance whenever needed.

Self-selection is a reorganization of what we know about teaching reading. It is an attitude toward reading rather than an entirely new technique. It is a broad flexible approach permitting children and good books to come together.

Self-selection is an approach whereby the reading skills are developed as needed and not according to any preplanned system. A child does not profit from a repetition of something he already has learned, and we also know, it is futile to try to teach something to a child which he is not ready to accept. There is no set of rules, no special set of materials, no predetermined procedure for skill instruction.

Self-selection in teaching directs attention to the child as the first consideration and not to a pattern of teaching, now a specific body of material. The teacher is concerned that reading become a part of each child's life, (1) with his interests, (2) with what motivates the child, and (3) with how he learns. Thus, methods and materials are related to the child's interest and a permissive atmosphere relaxes tensions insuring freedom to learn.

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[1] Adapted from the address: Self-selection in Reading by Grace Garretson. San Luis Obispo County Reading Workshop. August 31, 1961.

WHY IS SELF-SELECTION CONSIDERED A SOUND APPROACH TO TEACHING READING ?

For some time we have been concerned with the significance of growth and development in the learning process. The self-selection reading program is based on established understandings of child behavior and it combines the best elements of recreational reading and the one-to-one teaching skill.

Willard Olson has defined these understandings as they apply to children's use of books.

Seeking Behavior

The healthy child is naturally active and he is engaged almost continually while awake in an active exploration of his environment. He seeks from that environment those experiences that are consistent with his maturity and his needs. Other aspects, even though present, are ignored, for he does not react to them and, therefore, does not learn appreciably from them. Since children grow at widely varying rates, it is impossible to say that they will be ready for a particular experience at a specific age. We can, however, trust the seeking behavior to tell us much about the readiness of a child for an experience. This is evident even in the first year of life as the child begins to understand, later as he begins to talk, and in his early responsiveness to pictured materials found in the home. The longer the children have an opportunity to grow and the more experiences that they have, the more different do they become and the less ready are they for a common experience--either in terms of difficulty level or in terms of interests. How does one in practice use the seeking tendencies of children to advance their competence in skills, attitudes, and information? Here, self-selection becomes a useful concept.

Self-selection

Throughout nature there is a strong tendency for life to be sustained by the self-selection of an environment appropriate to the needs of the plant, animal, or human being. If the appropriate environment does not exist ready made or is inadequate in some major respects, the human being also works creatively for the conditions that advance his well-being. Investigations show that infants have a great ability to regulate the amount and timing of their food intake to harmonize with their needs, and that they accept and reject foods on the basis of flavors, consistency, or quantity, in ways appropriate to their maturity.

We do not, however, need to borrow from other fields of investigation to illustrate how teachers may use the principle of self-selection as a means for bringing together the nurturing qualities in books with the seeking tendencies of children.

If young children in the preschool period are turned loose in an environment in which there exists a variety of stimulating objects, each child will tend at appropriate times to react to some of the material, but he will react differentially according to the rapidity with which he is maturing. Thus, in such an environment, the more mature child will spend more time with books while, for a period, such materials will be ignored by the less mature child--even though he is of equal age.

Pacing

Pacing refers to the acts on the part of the teacher which ensure that each child is provided with the materials upon which he can thrive and also to the attitude which expects from the child only that which he can yield at his stage of maturity. Just as the concept of self-selection has back of it a psychology of motivation, so also does the pacing approach have back of it concepts of the nature of success, incentive, and productivity. Studies of learning and productivity in relationship to the goals that are set suggest that the child will continue to strive when success is clearly within his grasp. He will start avoiding the experiences which are at a level of difficulty clearly beyond his present attainments. The teacher's task is to guarantee that every classroom situation, or its immediate surroundings, will have in it tasks which are interesting in terms of the intrinsic content, and which also cover a range of difficulty as great as the variability in the human material with which he deals. How is this to be accomplished?[2] ”

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[2] Willard Olson, "Seeking, Self-selection, and Pacing in the Use of Books by Children," The packet, Vol. 7, No. 1, (Boston: D. C. Heath.) Spring 1952, pp. 3-10.

INDIVIDUAL DIFFERENCES

Children differ greatly in their readiness for learning and in the ways they learn. Each child comes to school with his own thoughts, vocabulary, wishes, background, and learning patterns. Each child filters the surroundings wherever he is and sees and absorbs knowledge in relation to his degree of readiness or his particular interests and abilities. In selective reading this fact becomes the underlying force as each child chooses and uses material in keeping with his interest and ability. The skills are taught when he needs them and when he recognizes the need for them. They are important to him and he can learn.

The Flying Carpet
I Like Caterpillars

It is not necessarily a subject to be studied and learned, with the learning becoming a finished product as in mathematics, history or science. Reading is a lifetime learning process through which one finds enjoyment, gains knowledge and understanding. One learns to read by reading for a purpose, and he learns much faster if he is interested. Combine this idea with self-selection and encourage children to read books of their own choosing and they will be caught by the interest. Reading because one likes a book or because he really wants to learn is totally different from reading material which a teacher has chosen, saying that it must be read. Reading is not the end in itself; it is the ideas in the book and his attitude toward the book that are compelling forces which keep him reading.

HOW DOES THE TEACHER BEGIN ?

SELECTION

Careful selection and arrangement of books is the first step in instituting a program of self-selection in reading. From a knowledge of the abilities of the group, books from all categories should be chosen covering many levels of ability. There should be some books so easy that the child of least ability may experience success in reading by himself. There should also be material that would stretch the imagination of the ablest child. Books should be chosen to meet the known special interests of the group. These materials should be carefully and attractively arranged. Some teachers choose to use several centers for their books--others only one library area; some separate books according to subject matter, while others prefer to have varieties intermingled. Many teachers vary the arrangement from time to time throughout the year.

DISCUSSION

The second step is to discuss the reading plan with the children. They should have a clear understanding of what will be happening. They will have much freedom, but should realize that with freedom comes responsibility. They must know that they will have to assume responsibility in order to maintain the freedom.

From the discussion, each child should gain certain specific understandings.

1. Each child will choose his own book.
2. He will read at his own pace.
3. He will be responsible for completing his book or the part of the book he contracts to read.
4. He will be responsible for keeping a record of the books he reads.
5. He should understand what kind of reports may be given--that none are required.
6. He should understand that at all times the teacher is there to help him, to note his skill needs and to give individual or group assistance as needed.

COOPERATION

The children are entering into a cooperative teaching-learning process. Their cooperation will enable the teacher to do much more effective teaching, and a happy understanding of this cooperation will have beneficial effects. There are few discipline problems in a happy reading group. Careful, open and frank discussion with the class is partly responsible for this. The discussion sets the stage for real learning and relieves tensions that often are the cause of problems.

CHOICE

When it is time to choose books, a browsing time is usually allowed. This is more necessary at the beginning of the program than later because either by contact at the book center or from conversation with other students, children soon learn to locate books they want to read. Some children choose quickly and easily even at first, but others start to read several books before they find one they want to select. A limited amount of browsing time is agreed upon, usually 2 or 3 days; then the teacher may want to discuss the problem with the few who seem unable to make a decision.

Once a book is decided upon, the student makes a "pact" with his teacher that he will finish that book, or a certain part of it, before selecting another. There are times when the book chosen is a very poor selection for the child at his stage of development. When this happens the teacher should allow the choice, even though he is sure it is not a good one. He may discuss the book as being either too easy or too difficult - and talk about the "why" of the choice. However, if the child insists on taking the book, it is important for permanent learning value that the child discover for himself the error of his choice.

ACTIVITIES / PURPOSE

As the children read their books, they engage in many activities such as keeping notebooks or making illustrations. Children may want to write a play or puppet show; some make master card files for their classrooms; thus, learning to make authentic library cards and to cross-file. The need for many skills related to reading arises in a natural situation and is satisfied by worthwhile activities.

However, reading is the purpose of the program, and as one boy was asked, "Which of your reading projects do you enjoy most?" he replied, "I like just plain reading."

Little Women

HOW DOES THE TEACHER ORGANIZE HER CLASSES ?

After setting up the library and discussing the program with the children, the next step for a teacher is organizing his time, dividing the class into manageable groups, and planning how he will reach each child and how he will keep his records. The organization is similar in all classrooms, but is varied by each teacher to meet his classroom requirements.

GROUPING

In most cases, the primary grades are organized in the same basic pattern; the 5th and 6th grades are basically alike; the 4th grades are apt to waver between primary and middle grade plans. The grouping done in this program is for the purpose of aiding a teacher in his organization. There is never any grouping on an ability level. Groups may be formed because of friendship, location in the room, when a special need arises, or because of special interest. The groups are usually changed several times a year.

CONFERENCES / RECORDS

In the primary grades, the teacher often has a group around a table with each child reading silently from his own book. The teacher conferences or works with the child on one side of him, giving whatever help is needed. He very often sits with his back to the blackboard so that if he wants to use the board for teaching purposes, it is there. He may listen to the child read some part of his book; he may discuss the story with the child; or, he may feel that at this particular time the child needs some word recognition help. He has this child's card at hand on which to record the help given, or needed, for future reference.

As the teacher works with one child, he is close to all in the goup. They can feel his nearness and know that he is ready to help them at any time. If a child at the table needs help, he pushes his book toward the teacher with his fingers under the word, and without disturbing the reader beside him, the teacher speaks the word, and all continue undisturbed. When the conference with the first child ends, the teacher turns to the child on the other side. Child number one changes places with someone else at the table, so that number three is ready when his time comes. In the meantime, the children who are reading at their seats are given help by a child designated by the teacher. Some teachers ask each child to keep a list of the words he has asked for. This list often indicates to the teacher the word recognition skills in which the child is weak. The teacher will then form an instructional group of children having similar needs.

It has been found in many instances that as the year wears on, even in the first grade, children do not wish to stop reading when their reading period is finished. Often they ask to read instead of doing other independent activities which indicates that interest span is not always just twenty minutes when the children's interest is being served.

Fifth and sixth grade classes are generally divided into four interest or friendship groups with each child receiving individual help at least once each week. In most classes each group gathers with the teacher once a week for a book chat, or to talk about books with one another. The remainder of the reading period each day is spent in silent reading or preparing reports to be made. One day a week is reserved for Weekly Readers, giving reports, for audience reading, or for small groups working on some skill.

SKILLS

The development of reading skills is an important aspect of the self-selection reading program. There is, however, no attempt to organize the development of skills into prescribed sequences. Instructional methods are developed through effective procedures which stem from the teacher's knowledge of the skills and how to use them, and from his sensitivity to the needs of each child. Sometimes a skill will be taught in an individual session, sometimes in a small group session or many times to an entire class, but seldom with the same combination of children. Also, in the spelling period, a teacher may use words that include the phonetic or word analysis problems uncovered during the reading period.

PERSON-TO-PERSON RELATIONSHIP

A teacher's role is very different in this program. His opportunity to give individual help is enhanced. He learns to know the child and becomes a guide and an interested friend; for, together they discuss books, the way stories develop, the ways books are written, the authors of books, and how the authors write. The teacher checks comprehension, observes types of books chosen, and thus, guides taste in reading. A teacher also learns fully how much is really being accomplished. He gets close to a child over the discussion of a book. The book is the point of interest and the teacher gains insight into the child's social needs and attitudes that do not present themselves in other ways.

WHAT ARE THE VALUES IN SELF-SELECTION ?

There are many values in the self-selection reading program.

1. Self-selection develops in school an independent reading pattern that can be carried over into adult life.

2. Self-selection creates a way of life, an attitude toward reading. The emphasis is not on just teaching children how to read but on helping them to become self-propelled readers.

3. Self-selection develops an awareness of the great variety of reading material available for satisfying curiosity, clarifing understandings and for pleasure.

4. Self-selection gives dignity to the achievement of every child. The slow child who has felt isolated develops confidence and self-esteem, the child who learns easily is no longer held to group performance but advances according to his potential.

5. Self-selections, as a method of teaching, provides opportunities for children to plan and work together in both large and small groups for the teaching of skills when the child needs them and for the development of a close person-to-person relationship between the pupil and the teacher.

Kit Materials

1. The 250 Words Most Often Used by Children in the Primary Grades
2. Dolch Basic Sight Vocabulary
3. Fry's 600 Instant Words
4. Developmental Tasks in Dictionary Mastery
5. Prerequisite Skills
6. Suggested Records for Self-selection
7. Ways to Share or Report Books
8. Suggested Weekly Schedule
9. How Children Can Share Books with Each Other
10. Evaluate at Spaced Intervals
11. Daily Evaluation
12. Child's Record
13. Ways to Share and Report Books
14. Sample of Teachers' Records
15. Teachers' check lists
16. __________
17. __________
18. __________
19. __________
20. __________
21. __________
22. __________
23. __________
24. __________
25. __________

LANGUAGE EXPERIENCE APPROACH TO READING

WHAT IS MEANT BY THE LANGUAGE APPROACH TO TEACHING READING ?

The language experience method of teaching reading in the primary grades seeks to help the child progress at his own rate through the various phases of language development, and utilizes the actual vocabulary of the learner rather than introducing reading through a series of stories about unreal children using an unnatural and unfamiliar word pattern. Not only does this method utilize the child's vocabulary, but the content of the material used in teaching is the stated experiences and ideas of the child.[1]

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[1] From a speech by Dr. R. Van Allen at the San Luis Obispo County Reading Workshop, August 31, 1961.

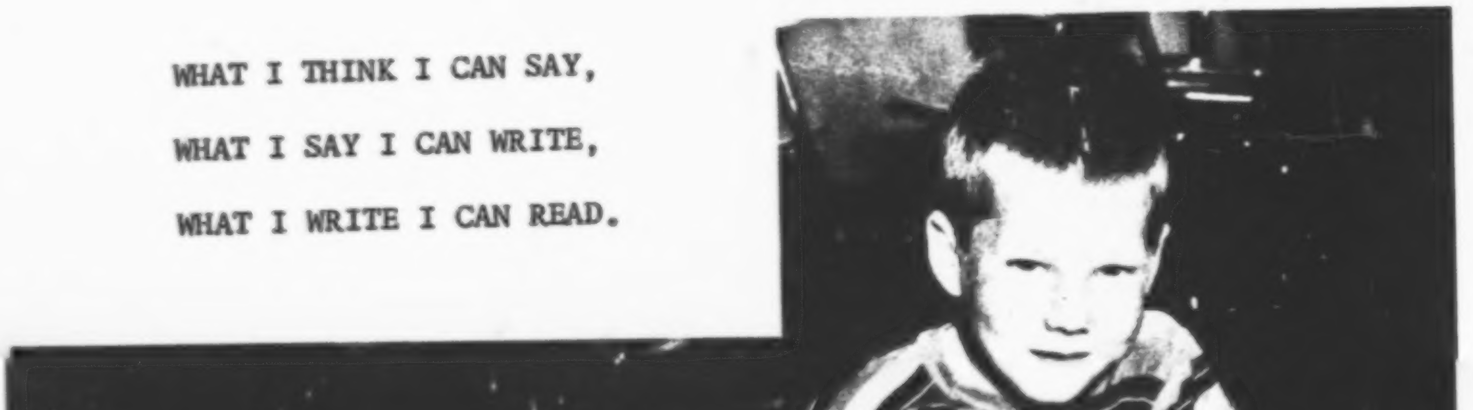
Today most educators agree that in order for a child to learn, the teacher must start with him where he is and build on, and extend, the learning he already has. The language approach to teaching reading builds upon already learned modes of expression. Infants express themselves through bodily movements, facial expressions and random sounds. These expressions are later refined, movements are coordinated, and sounds become words and then sentences. The child further expresses himself through the use of available media, probably mud first, then paint if it is available. All of these are natural forms of expression and are encouraged and developed in the home, the nursery school, and the kindergarten. The next step in his development is to express his ideas in visual symbols, and following reconstruction of the idea by recalling the symbols. This is reading.

The language experience approach has sometimes been referred to as the creative writing approach to reading instruction, since creative writing, as one of the language arts, is an integral part of the method. This program features children as authors, They are led to realize that:

WHAT I THINK I CAN SAY,

WHAT I SAY I CAN WRITE,

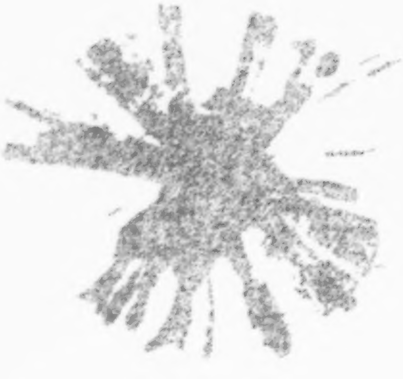
WHAT I WRITE I CAN READ.



WHY IS THE LANGUAGE EXPERIENCE APPROACH

All children are recognized as ready to read and all have reading experiences from the beginning as each child is individually growing in language ability. There is no need for traditional grouping. This is a child-centered program in which the teacher accepts the best efforts of the children with understanding and enthusiasm, and they know she values what they think and what they say. Major emphasis is given to children's ideas and does not promote the belief that all the answers are in a book. The children's ideas stimulate divergent thinking in which they themselves work out problems and create ideas and beautiful expressions instead of concentrating on ideas found in books or predetermined by the teacher. The thoughts of the child, verbally expressed, are at first written by the teacher, and later by the child himself, then by his classmates, and become his basic reading material. This then is the language experience approach to teaching reading.

CONSIDERED A SOUND APPROACH TO TEACHING READING ?



HOW DOES THE TEACHER BEGIN ?

It is basic that the teacher understands children. A knowledge of the language background, the previous school experience, the physical, mental and emotional health of the child, and his relationships with his peers and with adults is essential to providing a good learning climate for him. Anyone of these factors may influence his expression and will indicate to the teacher the quantity and quality of guidance needed in language development. Such understanding will also help the teacher provide a secure atmosphere necessary for creative thinking and give dignity to every child's contribution.

There are certain rather specific activities in which children and teacher participate.

THE TEACHER

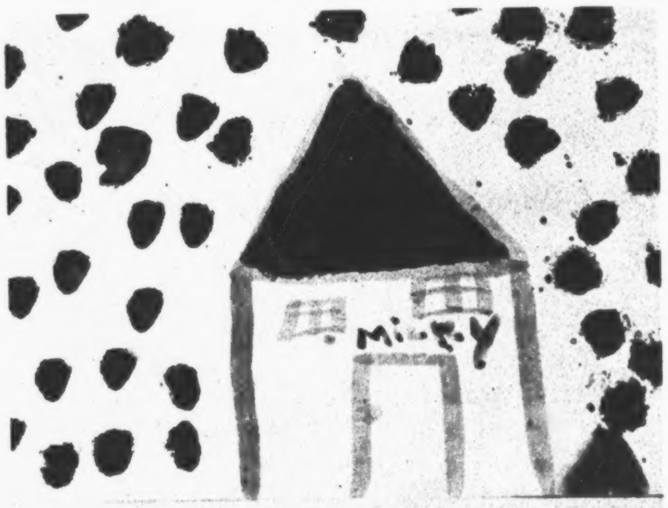
1. Arranges a rich environment which she changes to meet the interests of the children.
2. Plans the day with the children.
3. Listens for and encourages use of colorful words and phrases.
4. Writes exactly what the child dictates, calling attention to letter form, capitals, periods and sentences.
5. If the child is shy and finds difficulty in expressing himself, writes under his picture, "Peter likes red" or "See Peter's house," etc. She would then call attention to the story and might say, "Here is a story for Peter's picture." When Peter is ready, he will dictate his own story.

THE CHILD

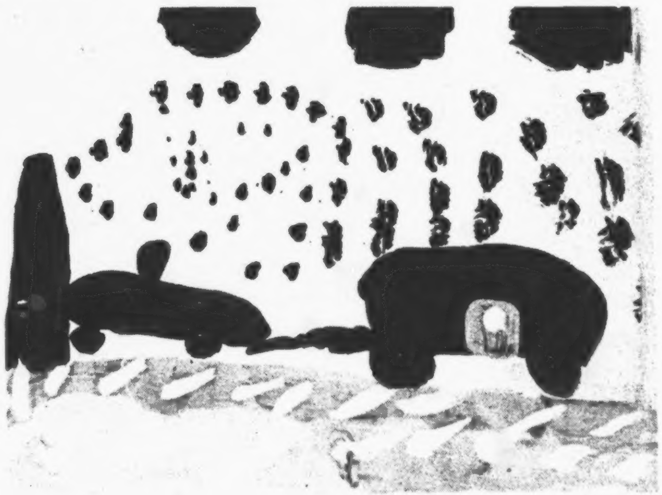
1. Shares experiences.
2. Discusses experiences.
3. Paints pictures.
4. Tells the story.
5. May copy the story if he so desires.
6. Shares painting and story with the other children.
7. Gains independence through the use of word lists, knowledge of the word sound and formation, growth in sentence structure.
8. Writes independently with increasing competence in form, spelling and expression.
9. Makes individual word lists for use in writing.

THE TEACHER
(Continued)

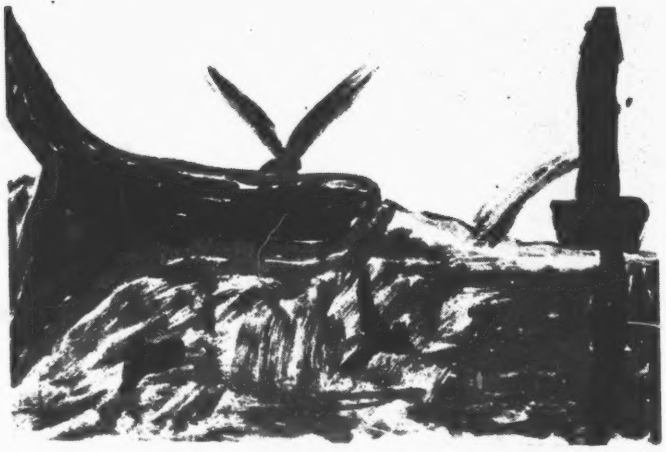
6. Says to the child who rambles on and on, "That is a good story, but what shall we write under your picture?"
7. Never insists on the child copying his story.
8. Encourages children to read one another's stories with help from the author.
9. Makes a list of high frequency words that children can use for reference.
10. Encourages children to write as much of their story as they can.
11. Notices and comments on good writing, correct punctuation and good choice of words.
12. Gives assistance in spelling, in manuscript, in sounds.
13. Places a premium on expression rather than length.
14. Helps children find ways of displaying, preserving and sharing paintings and stories.
15. Provides varied experiences which will enlarge the child's vocabulary and gives enrichment to his ideas.
16. Reads to the children regularly, calling attention to colorful, interesting and beautiful expressions.



Micky likes houses.



See the car.
The car can pull the trailer.



The baby whales are lost.
A big whale chased them.
If he catches them he will kill them.
The baby whale will hide.

FUNCTIONAL VOCABULARY

One goal common to all plans for teaching children to read is to help each child develop a sight vocabulary. In the language experience approach to teaching reading, vocabulary begins first with talking. From oral expression, the next step is writing or recording the oral language. Recall or reconstruction of the written language (reading) is a third step in the sequence in developing basic sight vocabulary. Each child's vocabulary is functional for him and reaches far beyond the words which might be included in a basic reader list.

PHONETIC ANALYSIS

Among the word recognition skills is phonetic analysis. Phonics instruction is a necessary and natural part of the language experience approach, but it develops from the "say it" to the "see it" sequence rather than the "see it" to the "say it" approach. "There is a closer relationship between phonics and spelling than between phonics and reading."[2] When a child needs to write a word, he says it and listens for its sound and writes it. This puts phonics in its natural place.

COMMON PHRASES

When a group of children has had a common experience about which they wish to write, some of them may profit by having a leading phrase such as: "We went ...." "In my family.........," or "Father works .... He is a ...." As the children express their different reactions to a common idea, they are experiencing a natural repetition of such high frequency words as - we - went - family - father - work - and the like. As these words are used, the teacher may wish to check them off of the master list and both teacher and children will be surprised to see how quickly each child becomes familiar with the entire list.

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[2] Ibid.

WORD LISTS

When the children know a few sight words, they may have an alphabetized copy of high frequency words, such as the Dolch 220 list or the Madden-Carlson list of 250 words. These words may either be on one sheet, on cards, on a reading ladder, or (not for the purpose of drill) in a booklet, but always available for reference when children write stories. As they make daily use of the words, they develop automatic recall, and at the same time, build individual vocabulary lists. Each time the child needs to write a word whose spelling he cannot find, he asks the teacher, who writes the word in proper alphabetical location in the child's individual dictionary.

COMMUNICATING IDEAS

Although the children may gain considerable independence in writing, it should be remembered that oral expression and the communication of ideas must continue to be important as a means of developing language. A child should not be required to read the writing of others until, through the experience of writing and reading his stories, he moves of his own volition into the reading of stories of others.

The children quickly discover writing is a way of communicating ideas, and are choosing this activity consistently, hardly realizing it is their "work." They become prolific writers, producing an abundance of their own writings which are made into books to place in their library. Their library should also contain many picture books, story books and some basic readers. Children will not all progress at the same rate in the writing-reading skills. However, in large groups of children, as in most classroom situations, the extent of oral expression for each child is necessarily limited.

SPECIAL APPLICATION

The language experience approach to teaching reading has been used with marked success in classes composed of older children who have mental or emotional blocks in regard to reading. In these classes reading is not introduced into their program as a subject, nor are the children required to read. However, they enjoy many language experiences together, such as sharing experiences, discussion, listening to stories, telling stories, dictating stories, and then writing stories. Eventually these children begin to choose reading as a free-time activity, but not until they voluntarily share their reading experiences with the teacher, is instruction given in reading. Results show many of this group become excellent readers and writers when freed from tension and anxiety.

HOW DOES THE TEACHER ORGANIZE HER CLASSES ?

ENVIRONMENT

The sharing area should contain articles, such as, rocks and shells, magnets , models of boats and planes and other realia that can be handled and discussed by the children. A variety of pictures should be available for examination and discussion; i.e., pictures of pets, birds and insects, poets, baseball players, musicians, artists, astronauts, presidents, trains, planes, ships and rockets.

The library area will contain picture books, storybooks profusely illustrated, and books of stories and poems from which the teacher will read to the children at some time every day. Place on a table books printed in manuscript and manuals of manuscript writing where children can find them as they become aware of the need for accurate letter formation. Also post a manuscript alphabet in the room for ready reference.

SUPPLIES

Essential to the language experience approach to reading is a readily available supply of various media of expression, such as easels, painting boards, covered tables, or floor space, paints mixed and ready for use, large chalk, crayons and pencils

The quality and quantity of available paper is important as paper used by small children for painting or writing needs to be large in size and strong in texture. When ruled paper is used, the ruling should be wide enough to accomodate the large manuscript of children. The sheets should be desk wide, allowing the child space to write an idea on one line rather than breaking it into bits on short lines.

There will be many concomitant learnings from the total environment, such as care of materials, respect for property, orderliness, neatness and sharing. These learnings will only take place if the teacher arranges and manages the environment with this purpose in mind.

TIME

The organization of the day and scheduling of time is somewhat different in this program than in a traditional reading program. The school day should be divided into large blocks of time, interrupted only by recesses, and lunch periods. Detailed planning is on a day-to-day basis as teacher and children work and plan together. Such planning includes provision for working with small groups or individuals on needed skills, such as initial letter sounds, letter formation, or using word lists. The skills involved, such as the use of capitals, spacing words, the use of periods, and the like, are pointed out as the teacher helps the child give written expression to an idea.

GROUPING

Traditional groupings are unnecessary in this program, but interest groups do often develop. Also, groups of children having common needs for a specific skill are brought together by the teacher for help. These groups, however, are temporary and disseminate as the interests change, or the needs are met. Often groups gather as a child dictates an interesting story to the teacher. While waiting their turn, they share in the experiences; thus, fortifying and expanding their reading and writing vocabularies.

The organization of the language experience approach to teaching reading involves:

✓ 1. Arranging a room environment replete with material which reminds children of experiences already lived, and serve to create new ideas.

✓ 2. Providing many materials and media which will stimulate oral and written expression.

✓ 3. Scheduling the school day in large blocks of time.

✓ 4. Planning details with the children.

✓ 5. Grouping children only in flexible temporary groupings for teaching in specific areas of the writing-reading program.

The teacher asks herself, "Is my classroom situation relaxed and permissive? Do the children and I have a warm and friendly relationship? Do I plan with, instead of for, the children?" This, is the climate in which the language experience approach to reading is initiated.

WHAT ARE THE VALUES IN THE LANGUAGE EXPERIENCE APPROACH ?

In this approach to teaching reading:

● 1. Each child's reading experience is the outgrowth of his own life experience expressed in his own language.

● 2. Each child progresses at his own rate.

● 3. No comparison need ever be made as each child's effort has equal status.

● 4. A child's self-concept is strengthened as he gains the feeling that his own ideas are worthy of expression.

● 5. Every child develops his ability to think and create.

● 6. Children come to view reading as a way of communicating.

● 7. As children do what is important to them, problems of control are minimized.

Kit Materials

1. A Sample Week in the "Reading Block"
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____
20. ____
21. ____
22. ____
23. ____
24. ____
25. ____

PROGRAMED INSTRUCTION IN READING

WHAT IS MEANT BY PROGRAMED INSTRUCTION ?

Programed instruction is a new self-instructional technology based upon the learning theories of experimental psychologists. The essential element of this technology is the "program," a carefully sequenced text that may, but need not be, presented through teaching machines.

Such a programed text takes the form of a book or booklet in which a programed unit is printed, containing both frames and the correct answers following.

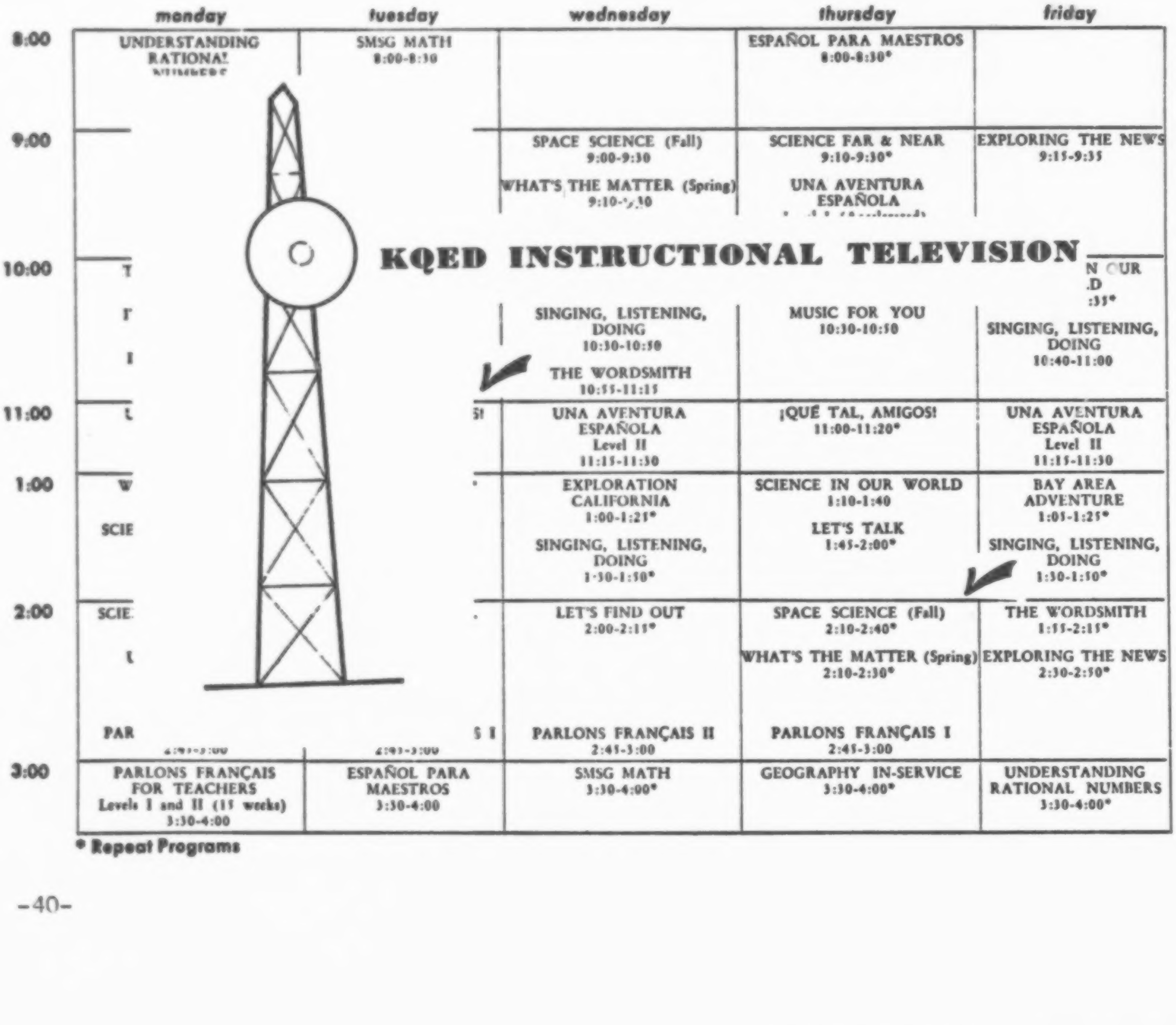
A teaching machine is any mechanical device for presenting programs, and having the claimed advantage over the text format of better controlling the material presented.

Programed instruction has been successfully used experimentally in practically all parts of the school curriculum, including the teaching of reading.

This is part of the trend toward the development of "systems" of learning. These systems are, in a sense, packaged programs of instruction. They might consist of a teacher on videotape, a prescribed content outlined in a viewer's guide, teaching machines programed to drill and test individual students, and a set of texts, workbooks, filmstrips, and other materials. In fact, the future of classroom television will be largely determined by the extent to which programing can be directed along these lines.

Programed instruction is based on the analysis of human behavior and forces us to specify particular behaviors and the nature of their interdependence. If we cannot isolate, identify, and examine these behaviors, we cannot teach them by programed instruction. To accomplish this:

- ☆ Each such program is made up of a graded sequence of information-laden questions--the answer to each question being within the realm of what the student knows.
- ★ Each program gives help and then withdraws it as it is no longer needed.
- ☆ Each program causes the student to respond to many different relevant questions in an attempt to lead him to an understanding of the subject at hand.
- ★ Each program requires the student to actively respond to every question and then immediately "reinforces" his answer by letting him see the correct answer.



KQED INSTRUCTIONAL TELEVISION

	monday	tuesday	wednesday	thursday	friday
8:00	UNDERSTANDING RATIONAL	SMSG MATH 8:00-8:30		ESPAÑOL PARA MAESTROS 8:00-8:30*	
9:00			SPACE SCIENCE (Fall) 9:00-9:30 WHAT'S THE MATTER (Spring) 9:10-9:30	SCIENCE FAR & NEAR 9:10-9:30* UNA AVENTURA ESPAÑOLA	EXPLORING THE NEWS 9:15-9:35
10:00	T r I		SINGING, LISTENING, DOING 10:30-10:50 THE WORDSMITH 10:55-11:15	MUSIC FOR YOU 10:30-10:50	N OUR .D :35* SINGING, LISTENING, DOING 10:40-11:00
11:00	t	S!	UNA AVENTURA ESPAÑOLA Level II 11:15-11:30	¡QUÉ TAL, AMIGOS! 11:00-11:20*	UNA AVENTURA ESPAÑOLA Level II 11:15-11:30
1:00	W SCIE		EXPLORATION CALIFORNIA 1:00-1:25* SINGING, LISTENING, DOING 1:30-1:50*	SCIENCE IN OUR WORLD 1:10-1:40 LET'S TALK 1:45-2:00*	BAY AREA ADVENTURE 1:05-1:25* SINGING, LISTENING, DOING 1:30-1:50*
2:00	SCIE t PAR	S I	LET'S FIND OUT 2:00-2:15* PARLONS FRANÇAIS II 2:45-3:00	SPACE SCIENCE (Fall) 2:10-2:40* WHAT'S THE MATTER (Spring) 2:10-2:30* PARLONS FRANÇAIS I 2:45-3:00	THE WORDSMITH 1:55-2:15* EXPLORING THE NEWS 2:30-2:50*
3:00	PARLONS FRANÇAIS FOR TEACHERS Levels I and II (15 weeks) 3:30-4:00	ESPAÑOL PARA MAESTROS 3:30-4:00	SMSG MATH 3:30-4:00*	GEOGRAPHY IN-SERVICE 3:30-4:00*	UNDERSTANDING RATIONAL NUMBERS 3:30-4:00*

*** Repeat Programs**

To what extent can programed materials be developed in reading? It is all-important that one decide what reading skills could be encompassed in such a program. These center around:

1

Critical Reading

1

Selected passages and topics are being programed to teach students some of the many skills needed for critical reading. Programs, consisting of reading passages that include propaganda, advertising materials, prose and poetry, are devised to develop a critical understanding of what is written by examining how passages are constructed and the purposes for which they are written.

2

Developmental Reading

2

Units are developed to include such basic reading skills as contextual clues, phonetic analysis, structural analysis, and comprehension skills.

3

Vocabulary Building

3

In these programs the student practices analyzing complicated words as he learns the component parts of words--root words, suffixes, and prefixes.

WHY IS PROGRAMED INSTRUCTION CONSIDERED A SOUND APPROACH

Programed instruction is a developing technology of teaching that draws heavily upon research in the behavioral sciences. Currently it offers at least four bases for use in the instructional program.

1. There is research.

   It has been shown that programs will teach effectively in a variety of forms as evidenced from careful observation and research design borrowed from psychology.

2. There is a psychological emphasis now focused on enforced intensive interaction between the individual learner and a carefully structured sequencing of learning activities.

   Behavioral psychologists have incorporated the principle of reinforcement into programing techniques. To give instructional cues to a learner, the programer elicits observable behavior.

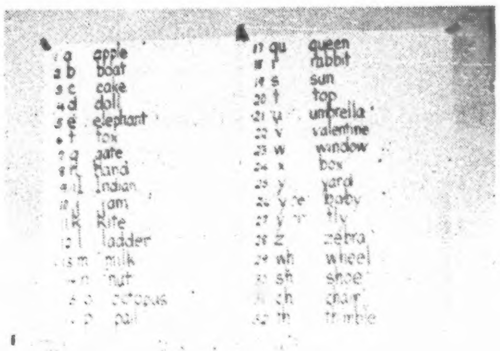
3. There is empirical determination of the curriculum--a team effort--that demands specifiable and observable objectives, precise appraisal of the learner, and proof of learning.

   There is more than conventional concern for the nature of the learner, the structure of the subject matter, and the nature of learning and characteristic learning difficulties. In short, programers stress an empirical criterion--the fact that the learner must learn or the curriculum building and teaching have failed.

4. There is the production and use of instructional materials and methods and there is an associated expectation that the movement will produce materials and procedures which may be automated or learner managed or may in some way lessen the repetitive tasks of the teacher.

   One narrow way of seeing programed instruction is to examine the teaching materials it has produced. These range from costly research programs utilizing computers or other complicated automated devices to inexpensive homemade paper and pencil programs. Some quite ingenious work is now being done with devices and methods that combine audio and visual and other sensory approaches. Most programs, however, are packaged to be book-like, depending upon prerequisite reading abilities.

TO TEACHING READING ?



1	a	apple	17	qu	queen
2	b	boat	18	r	rabbit
3	c	cake	19	s	sun
4	d	doll	20	t	top
5	e	elephant	21	u	umbrella
6	f	fox	22	v	valentine
7	g	gate	23	w	window
8	h	hand	24	x	box
9	i	Indian	25	y	yard
10	j	jam	26	y 'e'	baby
11	k	kite	27	y 'i'	fly
12	l	ladder	28	z	zebra
13	m	milk	29	wh	wheel
14	n	nut	30	sh	shoe
15	o	octopus	31	ch	chair
16	p	pail	32	th	thimble

From the foregoing discussion, it is realized that programed learning has come upon the scene quite rapidly and brought with it the possibility of a radically different method of instruction and the possibility of providing a new look at the process of learning itself. It derives support from established principles in the psychology of learning:

1. Programed learning recognizes individual differences by beginning where the learner is and by permitting him to proceed at his own pace. There are studies which show that as we meet needs the spread increases.

2. Programed learning requires that the learner be active. The teaching program fights the tendency for the pupil to be passive and inattentive by requiring his participation if the lesson is to move.

3. Programed learning provides immediate knowledge of results. Whether because it provides reinforcement, reward, or cognitive feedback, there is abundant testimony that knowledge of results is important in learning. It favors learning the right thing; it prevents repeating and fixating the wrong answers.

4. Programed learning emphasizes the organized nature of knowledge because it requires continuity between the easier concepts and the harder ones. The programer has to make one step fit the next and provide the hint or cue for the next. He has to examine the subject matter very carefully in order to find out what has to be known before something else can be learned, and he eliminates side issues that do not lead to cumulative learning.

5. Programed learning provides spaced review in order to guarantee the high order of success that has become a standard requirement of good programs. Review with application, if properly arranged, permits a high order of learning on the first run through a program. While there is no rule against going through a program a second time if there have been many errors, the aim is to produce essentially errorless learning the first time around.

6. Programed learning reduces anxiety because the learner is not threatened by the task: he knows that he can learn and is learning and gains the satisfaction that this knowledge brings.

The true value of any "teaching machine" is based upon the programed material that goes into it. Machines do not teach. Programing is the key to this new and rapidly developing medium of instruction. No so-called teaching machine is any better than the program that is prepared for it. The danger is that technology--the overemphasis on hardware will mask program inadequacies and encourage superficial programing procedures. In fact, present testing of these materials has been accomplished with simple, easy-to-use, inexpensive binders which take the place of a machine. Unless course content is handled by the very best subject-matter specialists, working with experienced experimental psychologists, the final result is likely to be inadequate.

HOW DOES THE TEACHER BEGIN ?

The teacher who decides to use programed instruction may wish to select one of these four general techniques as a beginning point:

> The program is used early in the class period, followed by a discussion period. The programed portion is limited either in time or content.
>
> If the teacher selects this technique, he may find the daily change of activities motivational for students. A time limit may create confusion due to different reading rates while discussion periods with varying subject matter backgrounds can be difficult to control. However, a content limit might raise the time problem for the faster students who complete their program assignments early.
>
> A complete program--or a complete unit of a program--is assigned as class study, followed by small discussion groups as students finish the assignment.
>
> This second technique will permit some students to finish days earlier than others, which may or may not be a disadvantage. Students could organize, work, and discuss the unit in small groups as they finish the program. When teachers select this technique they can guide the faster readers to advanced materials which the slower readers will not require, hence providing the faster readers with enriched classes.
>
> The program is used as homework, followed by classroom discussion and application.

This technique has several interesting possibilities. When pupils work through the program outside of the classroom, the teacher can devote class time to highly professional activities involving inter-personal relations. Such activities might include:

helping individuals apply the subject matter

helping them to see its importance

developing individual desire for inquiry

providing guidance to students who desire or need it

Students would progress through the program at a uniform rate. Individual differences in reading rates would affect only the time required for homework (perhaps motivating slower students to increase their reading rates).

Class work consists almost entirely of programed instruction. This last technique is highly questionable with little available or reliable research. It is known that pupils seem to prefer a variety of instructional methods during the course of the day or week.

Whichever beginning point is selected, it will affect the teacher's daily activities. The teacher may find he spends more time in:

guiding students to specific programs

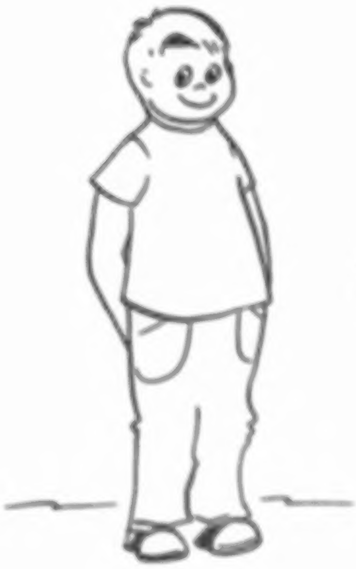
discussing the usefulness of applications of the
   subject matter or skill area

motivating his pupils toward continued learning

reviewing and expanding upon the subject or skill

Consequently, most of the teacher's work may be done with small groups of students as they complete units in the program or as the program raises new questions for them.

no



This is Sam. Is Sam sitting?

yes

no

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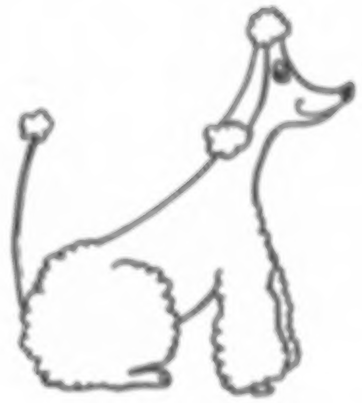
no



Is this Sam?

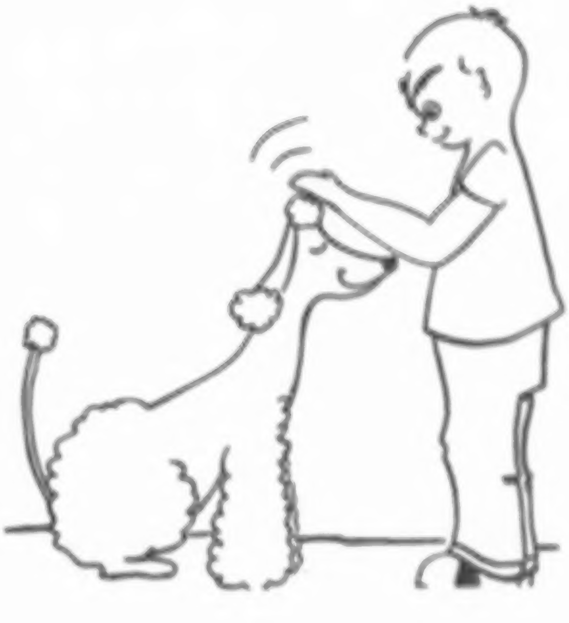
yes

no

Nip

This is N__ p.

Nip



Sam pats

Nip.

Tab.

HOW DOES THE TEACHER ORGANIZE HER CLASSES ?.

Classroom organization varies depending upon the type of programed instruction chosen by the teacher. Helpful suggestions are to be found in the literature related directly to the method used. Only by way of specific example is the Sullivan reader approach offered here. Adaptations to other uses may be made by the teacher in particular cases. Recommendations based upon the Sullivan approach include the following considerations from which the teacher can plan the organization of the classroom:

The child in first grade learns the alphabet under teacher direction. This involves printing and learning the letters of the alphabet.

Next, the child learns the letters have sounds. They learn certain associated sound symbols as a in ant, m in mat, n in man, t in tan, etc. After a prescribed number of these sounds are mastered, the children progress to a primer workbook.

After the child finishes the first three parts of the Primer, he takes the Reading Readiness Test. If he scores 80% or above in this test, he starts Book I of Programmed Reading. If not, he works in the supplementary section of the Primer and is retested.

At this point, children may work in their books as rapidly as their developing ability permits. Each volume features pages of self-contained responses through which a pupil verifies his own understanding of the material.

After every fifty responses there is a diagnostic test in the child's book. The teacher can check the results at a glance, verify the child's progress and correct any misconceptions. At this time the teacher has the opportunity of hearing each read his test to her.

Each child may progress at his own ability level.

Since all the children are engaged in reading at the same time, the teacher has time to help the individual child.

Children have a longer reading period since the three reading groups are eliminated.

Vocabulary is so controlled (the long vowels are not introduced until book 8) that the children are able to sound out each new word they meet in their workbooks.

Pupils are able to write, spell and sound out each word they are able to read.

The child assumes more responsibility since he checks his own work, with the exception of tests.

WHAT ARE THE VALUES IN PROGRAMED READING ?

As far as is known, any skill that can be clearly specified can be programed. Many people mistakenly believe that programed instruction can be applied only to rote learning tasks. Actually, the method works effectively in teaching concepts, and some of the most successful programs develop conceptual skills of considerable complexity. The values of such programs can be stated briefly as follows:

☆ The student is permitted to proceed at his own learning rate, hence tension is decreased.

★ A relaxed attitude makes it easier for the student to attack the subject matter at hand.

☆ At different rates of learning and with no premium on time, a rather uniform mastery of certain necessary subject matter is possible for all students.

★ Programed learning also frees a teacher for individual attention and guidance as need arises.

☆ Opportunity is afforded the student to correct errors made immediately, thus satisfying the learning laws of immediacy, recency, and recall.

☆ Every reading of a program results in a continuous record of pupil performance. Such a record is useful for many kinds of educational research.

Program production is a costly and specialized process. However, many school systems have undertaken successful projects of program development.

There is no doubt that, in the future, the role of the teacher will continue to change as a result of new technology. But as we consider the contributions of technology to the achievement of the purposes of education, we must remember that it is the task of the educator to guide and direct the use of the products of technology along lines consistent with basic educational values.

Kit Materials

1. "Teaching Machines and Programed Reading Instruction" by P. K. Komoski
2. Check List for Evaluating a Program
3. Some Concerns of Educators with Reference to Programed Instruction
4. "Television and Programed Learning" by C. R. Carpenter
5. "Administrative and Instructional Adjustments Resulting from the Use of Programed Materials" by Dr. N. S. Archer
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NOTE--

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READING SKILLS CHART

Regardless of what approach is used in the teaching of reading, skills in word recognition, comprehension and research must be developed. Because of the confusion as to a specific definition of "grade" and also because some approaches to reading call for teaching of skills at varying times the following chart has been prepared to assist the teacher in locating materials for specific purposes. The manuals of the Ginn and Company Basic Series, Allyn and Bacon Basic Series and other approved series have been used to indicate the level at which the skill will be casually introduced, specifically stressed, and casually maintained. The symbols "I" for introduce, "S" for stress and "M" for maintain indicate the grade level of the manual in which the teacher will find suggestions for teaching each skill.

I. WORD RECOGNITION SKILLS	I	S	M
A. Auditory Discrimination			
Listening for & identifying common sounds			
Playing singing games	K-1		
Perceiving location of "sounds around us"	K-1		
Recognizing & supplying rhyming words	1	2	3-6
Initial consonant sounds in words and pictures	1		
Initial consonant sounds:			
t, b, s, m, f	1	2	3
c, w, r, h, g, p, l, d	1	2	3
p, y	1	2	3
j, k, y, v, z	1	2	3
Ending consonant sounds:			
t, k, p	1	2	3
d, m, n, k, p, t	1	2	3
Medial consonants:	1-2		3
Vowel sounds:			
Long	2		3
Short	2		3
Phonetic sounds of ar, er, ir, or, ur	2	3	4

6

	I	S	M
Recognizing vowel units in syllables	2	3	4
Consonant digraphs: th, wh, ch	1	2	3-4
Consonant blends: st, br, tr, dr	1	2	3-4
B. Visual discrimination			
Likenesses and differences of objects	K-1		
Likenesses & differences in words	1		
Observing picture details: form, size, reversals, action	K-1		
Configuration clues: size of words, shape of	1		
Words in capital and lower case initial letter forms	1		2-6
Kinetic--visual activities	1		
Recognizing basic sight vocabulary	1	2	3-6
Discrimination between words easily confused	1		2-3
Recognizing plural forms	1		
Possessive forms	1		2-6
Recognizing basic sight vocabulary	1	2-4	5-8
Perception of rhyming words	1		
Perception of initial consonants	1	2	3-6
Letter forms	1	2	
Discriminating between words alike in form with double medial letters	2	3	4-6
Letter forms and alphabetizing	3		4-8
C. Phonetic Analysis			
(1) Consonants			
(a) Perceiving & discriminating between initial consonants b, c, d, f, g, h, l, m, n, p, r, s, t, w, j, k, v, y,z	1	2-3	4-6
(b) Perceiving and discriminating between ending consonants			
(c) Medial consonants	1	2	3-6

	I	S	M
(d) Double consonants	2	3	4-6
(e) Digraphs th, wh, ch, sh	1	2-3	4-6
ck, ng	2	3	4-6
kn, wr	3		4-6
(f) Initial blends bl, pl, fl, st, br, gr, tr, dr, fr	1	2	3-6
br, cr, fr, dr, gr, tr, cl, pl, sl, sn, st, sc, sp, sn, qu, thr, spr, str, squ	2	3	4-6
(g) Three letter blends str, thr, spr, squ	3		4-6
(h) Digraph wh (as in whole)	3		
(i) Double consonant before suffix ending	2		3-8
(j) Principle governing variant sound c and g before e, i, y; voiced s and z; ed as t	3		
(2) Vowels			
(a) Sounds			
long	1	2-6	
short	2	3-6	
(b) Variant sounds			
a before l, w has a special sound as in saw, ball, auto	2	3-6	
a after w as was	2	3-6	
e, i, o, u, before r	2	3-6	
a before r	3	4-6	
long and short ea	2	3-6	
when a, e, i, u, is followed by r, then it is a special sound as in service, short, purple	2	3-6	
long vowel in ay, ight, eep, old, ex	3	4-6	
(c) Digraphs			
ee, ai, ay, oa, ea, oo, ui	2		3-8

	I	S	M
ie, ea, ou followed by r	3		4-8
au, aw	3		4-8
(d) Principles			4-8
short medial vowel	3		4-8
silent vowel in digraph (exception to rule of double vowel)	3		4-8
vowel followed by r	3		4-8
applied to syllables	3	4-5	6-8
silent e at end of words	2		3-8
(e) Dipthongs ow, ou, oi, oy	2	3	4-6
(3) Phonetic Element Combinations			
(a) Recognizing rhyming endings: at, an, all, et, ay, oys, old, ox, ate, ee, ound, ide, op, ing, alk, en, ill, ink, y, ook, ust, ou	1	2-5	6-8
(b) Analogous words; discrimination	1	2-5	6-8
(c) Phonograms			
a-an, ace, all, at, ack, ay, aw, air, ar, as, ame, ake, ate, ast, any	2		3-5
e-en, eo, et, ear, ew	2		3-5
i-ive, ick, ill, id, ing, ight,ig	2		3-5
o-oat, og, op, ound, old, oy, own, ot, oon	2		3-5
u-un, ust, ut	2		3-5
ar, er, ir	3	4	
special phonograms are-air-ear	3	4	
D. Structural Analysis			
(1) Compound words	1		2-6
(2) Contractions			
(a) one letter omitted	2		3-6

	I	S	M
(b) more than one letter omitted	3		4-6
(3) Hyphenated words	3		4-8
(4) Possessives			
(a) singular	1		2-6
(b) plural	2		3-6
(5) Root words			
(a) Root words should always be identified in a new word	4	5-6	7-8
(b) Observing how words are derived from stems, roots or base forms; from foreign roots	6	7-8	
(c) Adding s to root words	1		2-3
(6) Verb forms			
(a) with s, d, ed, ing endings	1	2-3	
(b) variants:			
change y to i before ed	2	3-4	5-8
doubling the consonant and dropping e before adding a suffix	2	3-4	5-8
ied, ed, ing	3	4	5-8
irregular words as send-sent (d to t)	3	4-6	7-8
(7) Noun forms			
(a) s endings	1	2	3-6
(b) plural			
observing plurals - es	1	2-4	5-8
y to i to add es	2	3-4	5-8
ies; f to ves	3	4-5	6-8
words ending in x, s, ch, sh, y, z	4	5-6	7-8
(8) Prefixes			
(a) a	2	3-4	

	I	S	M
(b) a, be, un, re, as syllabic units est, ed, ing, ad, al, de, dis, ex, in, mis, per, pre, and	3	4-6	7-8
(c) con, ex, in, trans, dis, anti, be, non, pro, sur	4	5-6	7-8
(d) dis, out, ac, inter, con	5	6-8	
(e) em, semi	6	7-8	
(9) Suffixes			
(a) er	2	3	4-6
(b) y, ly, self, er, est, as syllabic units less, ful, en, able, ance, ant, ation, d, ed, ence, ent, ing, ion, ment, ness, or, s, sion, tion	3	4-6	7-8
(c) able, ish, ist, ment, ness, or, tion ward, ible	4	5-7	
(10) Accent marks			
(a) aid to pronunciation	3	4-8	
(b) aid to meaning	4		5-8
(11) Principles of Syllabication			
(a) each syllable has one vowel sound	3	4	
(b) single consonant between two vowels, the consonant usually begins a syllable	3	4-8	
(c) double consonant between two vowels, usually the first consonant ends the syllable and second one is silent	3	4-8	
(d) different consonants between two vowels, or a consonant and a blend, the first consonant or blend usually end the first syllable	4	5-8	
(e) consonant before le at the end of the word, that consonant usually begins the last syllable	3	4-8	
(f) the suffix ed when d or t come before an ed ending, the ed forms a separate syllable	5	6-8	
II. BUILDING WORD POWER			
A. Extending vocabulary through			

	I	S	M
(1) Listening vocabulary	K	1-6	7-8
(2) Speaking vocabulary	K	1-6	7-8
(3) Reading vocabulary	1	2-8	
(4) Writing vocabulary	1	2-8	
B. Developing word meaning through			
(1) Descriptive words	4	5-6	7-8
(2) Figures of speech	4	5-6	7-8
(3) Abstract meanings	4	5-8	
(4) Connotation and denotation	5	6	7-8
(5) Words with various meanings	3	4-6	7-8
(6) Context clues	1	2-4	5-8
(7) Homonyms	4	5-8	
(8) Antonyms	4	5-8	
(9) Synonyms	4	5-8	
III. RESEARCH AND COMPREHENSION			
A. Locating			
(1) Alphabetizing	2	3-4	5-8
(2) Dictionary and glossary skills	2-3	4	5-8
(3) Index	4	5-8	
(4) Table of Contents	1	2-4	5-8
(5) Other parts of book	2	3-4	5-8
(6) Encyclopedia and other reference material	4	5-6	7-8
(7) Pictures and maps	1	2-4	5-8
(8) Charts, graphs and diagrams	4	5-6	7-8
(9) Library skills (card catalogue)	4	5-8	

	I	S	M
(10) Skimming	4		5-8
(11) Using headings and typographical aids	4	5-8	
B. Organizing			
(1) Main idea	1	2-6	7-8
(2) Outline	4	5-8	
(3) Summarization	2	3-4	5-8
(4) Classifying	1	2-3	4-8
(5) Following directions (oral)	1		2-8
(6) Following directions (written)	1	2-4	5-8
(7) Taking notes	4	5-8	
C. Interpreting			
(1) Main idea			
(a) relationship of title to story	1	2-4	5-8
(b) paragraph analysis	4	5-6	7-8
topic sentence	4	5-6	7-8
development	4	5-6	7-8
summary	4	5-6	7-8
(c) summary of story	3	4-6	7-8
(2) Details			
(a) pictures with text	1	2-3	4-8
(b) identifying speaker	1	2-3	4-8
(c) specific information	1	2-4	5-8
(d) imagery	1	2-4	5-8
(e) significant details	1	2-4	5-8
(3) Sequence			
(a) picture sequence	1	2	3

	I	S	M
(b) time relation	1	2-4	5-8
(c) events	1		2-8
(d) continuity	1		2-8
D. Evaluating			
(1) Inferences	1	2	3-8
(2) Conclusions	1-2	3-4	5-8
(3) Mood, motives and emotional reactions of story characters	1	2	3-8
(4) Words and style of expression	1	2	3-8
(5) Author's meaning and purpose	1	2-6	7-8
(6) Point of view	1	2-6	7-8
(7) Judgment	1-3		4-8
(8) Predicting outcome	1		2-8
(9) Fact versus opinion	4	5-8	
(10) Coordinating written and graphic material	2	3-6	7-8
(11) Cause and effect relationship	1	2-3	4-8
(12) Contrasting and comparing	1	2-3	4-8
(13) Relevance or irrelevance, true or not true, fact or fancy	1	2-3	4-8

ANALYSIS AND DIAGNOSIS

Certain basic principles regarding learning and growth and development guide us in our teaching of reading. These principles are the measuring posts against which we examine our teaching. They are the signs which designate the right direction.

1. No child should be expected to deal with material he cannot read.
2. The instruction must be on the learner's level.
3. The instruction of skills should be related to the learner's needs and experiences.
4. There should be a variety of approaches to the teaching of reading in order that individual differences in ways of learning may be met.
5. We must maintain a balance in the instructional program, keeping in mind the four aspects of reading:

    understanding concepts

    developing specific meanings of words

    developing the ability to attack new words

    developing the ability to comprehend reading material

    understanding meaning and making critical reaction

Analysis and diagnosis is essential in any reading program at any grade level. It is an essential aspect of teaching and a preliminary requirement to sound instruction at all grade levels. Diagnosis is a guide to teachers in the preparation for instruction.

Analysis and diagnosis must be continual and for children at all grade levels. It should not be thought of as classification of children for remedial instruction, but of pointing step by step progress on the ways to proficiency in reading. It will point to the need for group and individual instruction. This need will become more apparent in the middle and upper grades where the levels of achievement become wider and areas of differences become more evident.

Diagnosis looks at more than achievement. It looks for strengths, as well as for weaknesses. It is essential that the teacher and the learner know the strengths, because it is through strength that we may hope to eliminate his weakness.

An analysis of growth and a diagnosis of achievement of all pupils is important. The rapid learner must be studied to make certain that his superior achievement does not cover up certain unlearned skills which may later become a handicap. It helps the teacher to plan a successful program of teaching for the children who do adequate work. Learning to read must never be left to chance. Every child, at every level, needs skillful guidance and teaching. The child for whom learning comes hard, deserves careful study. For him diagnosis goes beyond measurement of achievement. It is concerned with the identification of his problem and the discovery of his way of learning. It becomes difficult to talk about diagnosis without touching on teaching programs. To locate a learning need is to indicate some teaching method.

In making a diagnosis we should look for information about the child, the materials to use, the skills to teach, and the methods we might expect to use with success.

In studying the child, we should attempt to find out:

how he feels about himself

how he feels about reading

at what level he can be expected to work independently

what is his instructional level

what is his frustration level

what are his interests and what does he most enjoy doing

the condition of his health

- eyes and ears

- physical energy

his school adjustment

- does he have friends?

- is he liked?

his relationship with his family

his specific reading difficulty

his mental ability

his spoken and listening vocabulary

First of all, the material must be interesting to the learner. Study of the child gives us clues as to materials we might use. One finds it difficult to imagine much energy being exerted in reading something which one cannot understand, or which holds no interest or challenge.

Secondly, the material must not be too difficult for the learner. Many things make material difficult, such as the difficulty of the vocabulary. The language form may not be familiar, and may present a real problem, or the concepts may be so far above the reader that he may find it impossible to learn from this material.

Thirdly, the material should be chosen because it will develop the skill needed. Some material will be excellent for developing one skill and of little value with another skill. In choosing material, one must ask, "What do I want to teach?" and "What material will do the job most efficiently?"

There is no one set of materials, nor no one way in which we can diagnose. Teachers must always be alert to clues. The following ways to study children may help. One way alone will seldom do the job.

1. Teacher observation of the child for:

    reading habits
    attitudes
    hobbies
    interests
    feeling about himself
    feeling about his peers

2. Anecdotal records

    Most teachers find it difficult to keep in mind all of the characteristics of a number of children over a period of time. An informal record will often reveal a pattern which is not easily discernible in a single observation. A teacher may keep a folder in which she drops dated notes, dated samples of the child's work, or dated papers. Some teachers write a reaction at the end of each day or week. These records must be kept systematically rather than hit and miss when things appear all "bad."

3. Study of cumulative records

    family record
    home-school communications
    reactions of teachers to child
    health record
    number of schools attended
    attendance pattern
    test pattern
    school adjustment

4. Teacher-made tests

    These should be simple and informal. They should yield specific data about a given skill. Since they are informal, they are less likely to arouse tensions than more formal tests. They often offer the teacher a better opportunity to observe the child than in the more formal situations. These tests need not always be written. They will yield information about the child such as:

Analysis of the child's reading interests.

Test on recall of high frequency words. Note words missed for indication of initial, medial or ending sounds.

Auditory discrimination. The teacher pronounces a series (3 or 4) words beginning alike with one included which begins differently. Ask the child to indicate the one that is different. Do the same for ending sounds and initial blends.

Listen to oral reading. Check habits such as:

- sees one word at a time
- guesses
- skips words
- does not attempt unknown words
- substitutes words
- adds words

Attitude toward reading.

- enjoys it
- has self-confidence
- desires to share and discuss books

Satisfactions experienced. Does the child experience success or praise when reading frequently? Occasionally?

Rarely? Never?

5. Standardized tests

Some standardized tests attempt to diagnose, while others make no pretense of doing more than giving a grade placement. However, it is difficult to observe children while administering a group test. Tests standardized on large groups of children in many and far-away places may fail to measure the objective of your teaching, or the needs of the individual children within a certain classroom. If tests are to yield any diagnostic value, they must be studied carefully.

Diagnoses help us to plan a program for all children; however, the child who is experiencing problems, needs some special consideration. His very failure has developed an associative learning problem. The most important step in helping this child is to find a way to give him a feeling of success. This is especially difficult, as he brings to the learning task all his fears, anxieties and doubts. He is often so filled with worry, that there is no energy left for learning.

The teacher must help this child to experience success. This is no simple task, nor is there a quick method. We must remember that the child may feel even more discouraged than we. We must remember, too, that little or no learning takes place when the learner feels no hope of accomplishment.

The method used should be new and different. To give more of the method, which has in the past resulted in failure, usually serves only to intensify fears and increase the loss of self-concept. Any person needs to feel accomplishment and one who has experienced failure needs it more than does one who has confidence in his own ability.

There should be no comparison with this child and others. Rather, he needs to measure his accomplishments--however small--against his own previous record. For these reasons, the individualized method, the language approach, or some of the programed materials may provide a chance to work alone, to try a new way, and to recover confidence.

SOURCES OF PRESSURE ON CHILDREN EXPERIENCING DIFFICULTY IN READING

Pressure from home and parents	Parents are ego-involved in their child's success. They set "high goals" for him. They cannot hide their disappointment in their child's non-success.
Pressure from the child himself (stems from ego-needs and concept of self)	The child senses that he is not living up to parents' expectations. He feels that he is a failure. He has guilt feelings, since he has let his parents down. He may develop a conscious or unconscious feeling that his parents have withdrawn affection. This becomes a further threat to the child's ego and security.
Pressure from School	Children's attitudes result from the competitive atmosphere fostered by adults (parents, school, teacher) and from the conformity pattern imposed by society. The child has a need to conform or measure up to norms set by the school or teacher and fears non-promotion. Nonreaders are a threat to the teacher because they frustrate her ego need for success. Fortunately this is not true of all teachers.
Pressure from basal reading materials	Many basal reader series may pose a threat to some children since the home life of Dick, Jane, Sally, Billy, and Baby, etc., may not be at all like the environment of the child with home problems. Some children find it impossible to identify with these characters. Since they are rejected, they may unconsciously reject that which infringes on the "traumatic area." This idea is hypothetical. At present there are little experimental data to support it.

THE INFORMAL READING INVENTORY
USED AT UNIVERSITY OF MIAMI READING CLINIC

Name______________________________ Date_________ Age_________ Grade_________

Vocabulary Difficulties

Phonics poor____________________

Syllabication poor____________________

Use of configuration poor____________________

Use of picture clue poor____________________

Sight vocabulary poor____________________

Use of context poor____________________

Perception Difficulties

Reverses words____________________

Reverses letters____________________

Omits beginnings____________________

Omits endings____________________

Omits words____________________

Sounds confused____________________

Sounds added____________________

Omits sounds____________________

Other factors____________________

____

____

Series used____________________

Instructional level____________________

Independent level____________________

Frustration level____________________

Probable mental level____________________

Comprehension Difficulties

Sentence reading poor____________________

Paragraph reading poor____________________

Memory poor____________________

Organization poor____________________

Detail reading poor____________________

Critical reading____________________

Inference reading____________________

Diagrammatic reading____________________

Reading for ideas____________________

Reading to visualize____________________

Ability to visualize____________________

Ability to anticipate____________________

Ability to follow directions____________________

Rate Difficulties

Directional problem____________________

Word-by-word reader____________________

Regression movements____________________

Points at words____________________

Loses place easily____________________

Quick recognition of vocabulary____________________

Reading key words in sentences____________________

Reading key sentences in paragraphs____________________

Skimming____________________

Scanning____________________

Reading for ideas____________________

Reading to anticipate meaning____________________

Reading materials at different rates____________________

Reading to visualize____________________

Pictorial reading____________________

Ability to read rapidly different materials____________________

Ability to read under time limits____________________

READING PROGRESS PROFILE

Level One: Reading Readiness

NAME__________________________ C. A. Sept. __________ M.A. Sept.________

GRADE__________________________ Results of Reading Readiness Test___________

	Inadequate		Improved		Adequate	
Ideational Facility						
Converses easily						
Uses complete sentences						
Speaks distinctly						
Uses correct English						
Solves problems independently						
Experimental Reading Skills						
Observes carefully on excursions						
Contributes to chart stories						
Reads from left to right						
Makes accurate return sweep						
Reads phrases and separate words						
Visual and Auditory Skills						
Notes variations in word patterns						
Sees details in word forms						
Hears variations in sounds						
Hears word elements						

Dates of Each check: 1.________ 2.________ 3. ________ 4. ________ 5. ________ 6. ______

Notes concerning the child's progress in reading:

READING PROGRESS PROFILE

Level Two: Beginning Reading

NAME____________________________________ C. A. Sept. _________ M.A. Sept._______

GRADE______________________________ Reading Age _________ Reading Grade________

	Inadequate		Improved		Adequate	
Oral Reading Skills						
Accomplishes reading purpose						
Phrases correctly						
Uses natural expression						
Uses automatic L-R eye movement						
Makes few reversals						
Makes few regressions						
Vocabulary Skills and Abilities						
Retains sight vocabulary						
Uses context clues						
Uses visual clues						
Silent Reading Skills and Abilities						
Reads easy books voluntarily						
Makes accurate recall						
Does seat work independently						
Uses few or no lip movements						
Skill in the Use of Books						
Handles books with care						
Knows how to find a page						

Dates of each check: 1. ______ 2. ______ 3. ______ 4. ______ 5. ______ 6. ______

Notes concerning the child's progress in reading:

READING PROGRESS PROFILE

Level Three: Rapid Progress Stage

NAME______________________________ C. A. Sept. ________ M. A. Sept. ________

GRADE______________________________ Reading Age________ Reading Grade________

	Inadequate		Improved		Adequate	
Oral Reading Skills						
Reads for meaning						
Uses natural expression						
Recognizes new words independently						
Makes use of punctuation marks						
Silent Reading Skills						
Uses supplementary books voluntarily						
Discusses content intelligently						
Reads workbook independently						
Increases silent reading speed						
Eliminates vocalization						
Vocabulary Skills						
Recognizes sight words automatically						
Recognizes consonants by ear and eye						
Uses common word endings						
Uses configuration clues						
Uses context clues						
Adds prefixes and suffixes						
Skill in the Use of Books						
Handles books carefully						
Makes use of the table of contents						

Dates of each check: 1.______ 2.______ 3.______ 4.______ 5. ______ 6. ______

Notes concerning the child's progress in reading:

READING PROGRESS PROFILE

Level Four: Stage of Extension of Experience and Efficiency

NAME______________________________ C. A. Sept. ________ M. A. Sept._____

GRADE____________________________ Reading Age________ Reading Grade______

	Inadequate		Improved		Adequate	
Oral Reading Skills						
Reads intelligently						
Uses natural expression						
Pronounces words accurately						
Observes punctuation						
Silent Reading Skills						
Strives for full comprehension						
Adjusts speed to purpose						
Eliminates vocalization						
Vocabulary Skills						
Defines many sight words						
Uses phonics						
Uses context clues						
Divides words into syllables						
Uses dictionary						
Study Skills						
Selects important facts						
Decides the main idea						
Outlines material read						
Combines material from many sources						
Uses skimming						
Interprets graphs, charts						
Discusses reading creatively						

Dates of each check: 1._______ 2._______ 3._______ 4._______ 5._______ 6._______

Notes concerning the child's progress in reading:

ACQUISITION OF READING ABILITY

- Motivation to read
- Interests
- Emotional problems
- Intelligence
- Previous language experience
    - read to
    - concept development
    - exposure to things and ideas
- Attitudes toward
    - self
    - school
    - teacher
    - home
- Peer group acceptance
- Readiness
    - physiological
    - psychological
- Attention span
- Vitality
- Suitable method of instruction
- Ability to "hear sounds"
- Visual and auditory acuity
- Language facility

SOME

FACTORS

INFLUENCING

THE

ACQUISITION

OF

READING

ABILITY

ANALYSIS CHECK SHEET

This check sheet may be used with remedial and slow readers when pupil is reading orally either in a formal or informal situation.

Keeping a record of pupils errors will help to determine what is needed for instruction and practice.

Also as a skill is mastered, it can be checked off and pupil is ready for the next step. This form can be used during conference with pupil to give him the satisfaction of knowing he is accomplishing something and it is helping him become a better reader.

* Kottmeyer - Teacher's Guide for Remedial Reading
* Analysis through oral reading or oral diagnostic test:

1. WORD ATTACK	Does Use	Does not Use	Comment
Guessing			
Configuration			
Spelling			
Syllabication			
Context clues			
Blending			

2. WORD ANALYSIS	Knows	Does not know	Knows partly	Notations
Letter names				
Letter sounds				
Blend sounds				
Prefixes				
Suffixes				
Central Vowels				
Sight vocabulary				

3. MECHANICAL ERRORS	Does make	Does not make	Notations
Word reversals			
Letter reversals			
Letter confusions			
Word confusions			
Letter omissions			
Word omissions			
Word substitutions			
Ignores punctuation			
Word repetition			
Word calling			

4. EYE-MOVEMENT HANDICAPS
Eye-voice span Satisfactory____________ Unsatisfactory________________
Loses place Often__________ Sometimes__________ Rarely____________
Finger pointing Often__________ Sometimes__________ Rarely____________
Low oral rate Level____________________ Words per minute____________

5. VOCAL HANDICAPS
Speech defects Sounds____
Enunciation Satisfactory____________ Unsatisfactory________________
Voice control Satisfactory____________ Unsatisfactory________________

6. COMPREHENSION
Detail questions Satisfactory____________ Unsatisfactory________________
Inference questions Satisfactory____________ Unsatisfactory________________

7. POSSIBLE CAUSES OF DIFFICULTY:

ANALYSIS OF READING DIFFICULTY

FRUSTRATION LEVEL

During observation of pupil's oral reading, if most of these items are checked, it is an indication that pupil is probably reading at frustration level and should be given easier material to read.

These items should be kept in mind when observing all children as they read orally and silently. Keeping children at a frustration level is not only discouraging to the pupil, but hazardous to his future success in reading.

Write pupil names here										
Chronological age										
Misses small words										
Ignores punctuation										
Vocalizes when reading silently										
Hesitates or shows insecurity										
High tense voice										
Misses word endings										
Repeats										
Slow, deliberate reader										
Poor comprehension										
Reversals										
Moves head as reads										
Spells out words										
Makes grimaces										
Points or uses marker										
Low effort										
Skips words										
Loses place										
Inserts words										
Jerky, uneven reader										

If most of these are checked, pupil is reading at frustration level.

DIAGNOSIS - DISABILITY ANALYSIS

This list of questions with suggested exercises for testing skill was taken from William Kottmeyer's book Guide to Remedial Reading. It serves as an analysis of word recognition skills. A teacher may use this type of analysis with remedial readers in the upper grades to discover weakness in a specific skill.

1. How much sight vocabulary has he?
   Number read at sight:__________
   A quick and fairly accurate measure of sight vocabulary can be made by us using The Basic Sight Word Test devised by Dolch, or Fry's Instant Words. This is a list of 220 words, excluding nouns. The pupils read the words from one sheet. The examiner notes the errors and omissions on another sheet. Average third grader should be able to read the words without a great deal of difficulty.

2. Does he try to use context clues?
   This can be done by pupil reading an oral paragraph.
   Or, read a story that has missing words and let pupil put in missing words.
   Example: "Dick" _____ Mother, "will you go to the store for me?"
   "Surely, _____" said _____. "What shall I get?"

3. Does he know the names of the letters?
   Read these letters: (teacher draw a circle around misses)
   B A I S C D F E P T M L R
   Z J U H G W X Q K V Y N O
   r o n l m y t v k p z i a
   j u s h b c g w d f x q e

4. Does he know the consonant sounds?
   Sound these letters:
   r n l m v z s f
   How would you hold your mouth to say a word which starts with each of these letters:
   y t k p j h b c g w d
   When these letters are together, what sound do they make?
   sh ch th wh ng

5. Can he substitute beginning consonant sounds?
   Read sight words first then test words:
   Sight words: name sent star night at hen blue kite hair nest
   Test words: ban pent mar bight gat fen clue rite lair zest

6. Can he hear the short vowel sounds in words?
   What vowel sound do you hear in these words:
   Test words: bread bunk snap split block

7. Can he tell when vowel sounds are long in words?
   Test words: teal vie shoal trite gate dune

8. Does he know the common vowel digraphs?
   Test words: nook awl coy fount stray maul foil jowl

9. Can he blend letter sounds to form words?
   These are nonsense words--not words at all:
   Test words: fis lote gud keat him sut jav
   tope sive muts bame grue nibs pud
   nobe beed nel bute kim sult faim

10. Does he make reversals?
    Read these words as fast as you can:
    Test words: pal even no saw raw ten tar won pot
    rats keep nap tops read meat lap never

11. Does he see the common prefixes as units?
    These are nonsense words, read them as well as you can:
    Test words: repan conjump inwell delike dispay combent
    ungate excry proread prehead enstand

12. Does he see the common suffixes as units?
    Read these nonsense words as well as you can:
    Test words: balling booker flororest daytion skinance
    meatness chairly waterful burnant truckous

13. Does he see compound words as units?
    Read these nonsense words as well as you can:
    Test words: nightbank dinnerplayer basketmeet broomfeather
    paperjumper eatmobile spaderoom carthouse

14. Can he divide long words into parts?
    Test words: bombardment combination refreshment establishment
    revolver entertain calculate cucumber

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